

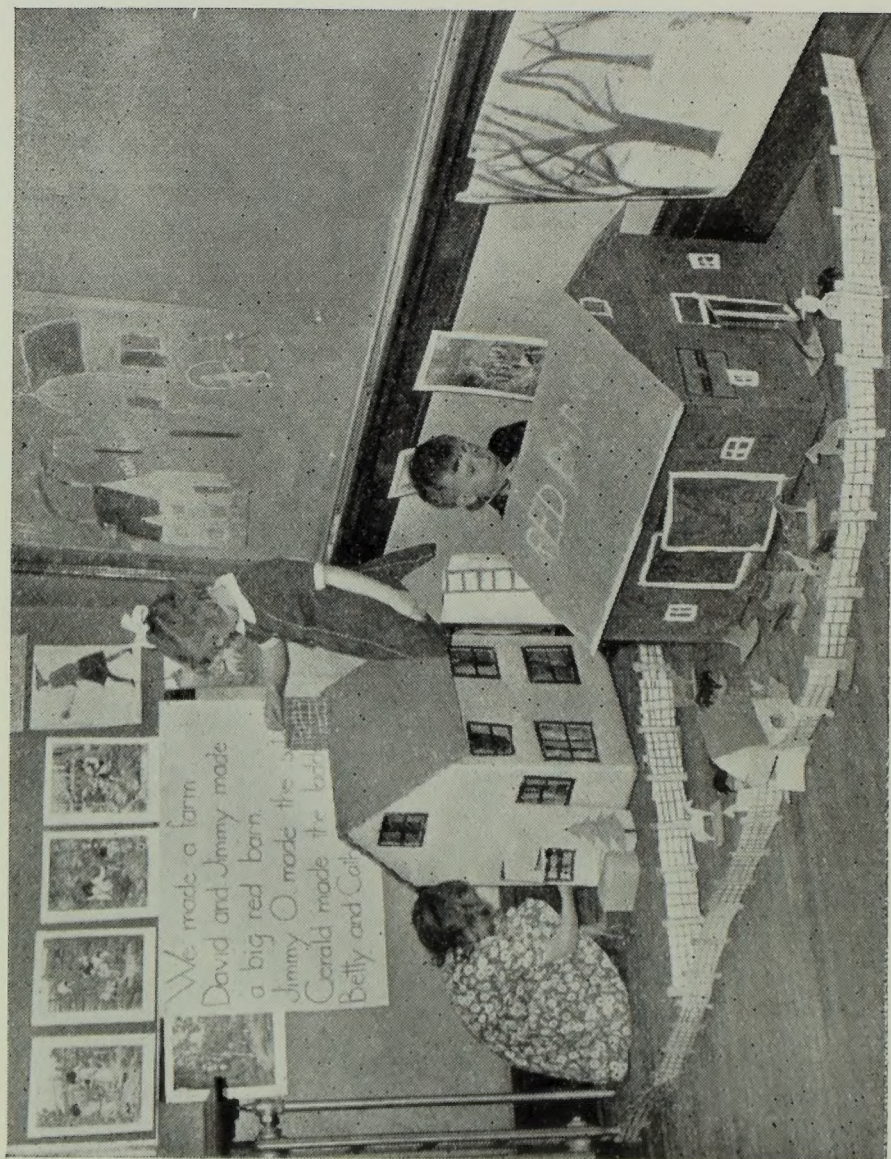
SEASONAL ACTIVITIES
FOR
PRIMARY GRADES

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HELEN M. HUBBS

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SEASONAL ACTIVITIES FOR
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THE FARM BUILDINGS

SEASONAL ACTIVITIES

FOR

PRIMARY GRADES

By
HELEN M. HUBBS

Assisted by
ANNE WARING



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DEVELOPMENT

This taught me who was who and what was what:
So far I rightly understood the case
At five years old; a huge delight it proved
And still proves—thanks to that instructor sage
My father, who knew better than turn straight
Learning's full flare on weak-eyed ignorance,
Or, worse yet, leave weak eyes to grow sand-blind,
Content with darkness and vacuity.

—*Robert Browning.*

Introduction

“This taught me who was who and what was what”; so mused Robert Browning, recalling his childhood’s “comfortable time” of playing at Troy’s Siege with “piled up chairs and tables for a town” and himself “a-top for Priam.” The appeal of such activities is as broad as humanity, for Browning is the universal child. A new program based upon purposeful activity is bringing more abundant life to the modern classroom. The instinctive urge to construct enables a child to get hold of reality; if left to himself he builds a wigwam, an airport or a ship, confidently adapting available materials to his purposes and solving problems of construction with surprising resourcefulness. But the encouragement of informal activities *inside* the walls of the school, as a definite feature of classroom procedure, marks a drastic change. It is a far cry from the old days of repression, when childish activity was smothered by constant injunctions to sit still and refrain from talking, to the modern classroom where children, no longer task-burdened, move about freely, consult together and carry out purposeful undertakings or “enterprises” on their own initiative.

The enterprises in this series, which grew out of experiences with Grades I and II under the new Programme of Studies, are to be regarded as purely suggestive rather than directive. Any attempt to adhere rigidly to the activities outlined will defeat the purpose of the enterprise. Children should be given the fullest opportunity to develop their own conclusions concerning a given topic or problem and to join intelligently in planning their own activities. The enterprise will have completely failed in its purpose if it has not challenged the child’s originality, stimulating new interests and independent thought. But the teacher

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cannot depend upon the child's initiative alone; she will necessarily have a plan in her own mind; then her method of approaching the theme will set the key-note and in some measure determine the order of its development. These outlines are submitted in the hope that they may be of some assistance in this regard.

From the outset the teacher should remember that the finished products of an activity—those tangible things which have been made or assembled—are of minor importance and by no means ends in themselves. In an effort to win the interest and confidence of the public, we have, in recent years, devoted special attention to the finished products of an enterprise, often inviting parents to be present at the culmination, when the completed doll's house or ship or mural was duly examined and admired. This practice has sometimes tended to emphasize *things*, limiting our horizons until we may have lost sight of those social ideals and attitudes which should be our first concern. One has sometimes become absorbed in *things* being made when, by taking thought, something of far greater significance might have been accomplished. However imposing the array of finished articles, these are merely the by-products of an enterprise. If our chief purpose is the mass production of finished articles for an impressive culmination, then the means should be perfectly adapted to the end in view; the use of specific directions and ready-made patterns would ensure more perfect results and save time. The mental attitude of the boy who is making a kite or a wigwam, the way in which he attacks his problem, his willingness to co-operate with others, and the self-confidence or satisfaction he gains in the process—these are of major importance. Such considerations are the teacher's fundamental concern and she will seize upon the vital interests of her class to provide opportunity for experiences which will develop right attitudes and useful abilities.

This procedure has called forth the criticism that

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teachers now follow "the line of least resistance," allowing the child to do the things he likes all the day long. A little thought will clear up this misconception. We base school activities upon a child's interest to give them meaning and purpose; the most effective learning conditions involve interest. The number skills acquired through "buying" the toys in the Toy Shop enterprise can be taught by direct methods and mechanical drills. But experimental research has shown that skills so acquired often fail to be carried over into actual life experiences with number because they have not really been learned. Dewey reminds us that there can be no real teaching without learning, just as there can be no selling without buying. Moreover, the swift learning of facts is not our chief concern, but rather the development of desirable attitudes and habits of thought; and this purpose is best served by "the patient methods of democracy."

On the other hand, we must guard against superficial activities which, although pleasurable for their own sake, are purposeless from the standpoint of learning. Children naturally express themselves through activity, but all classroom undertakings must involve "busyness of mind" if the desirable learnings are to take place. The development of needful skills cannot be expected from haphazard methods, nor can desirable attitudes be taught by mere word-saying; something far deeper than lip-service is involved. The child who engages intelligently in the safety activities of the enterprise, "Our Town," gains some conception of the fact that his freedom is restricted by traffic regulations in order that he may enjoy freedom. Similarly, in carrying out class activities he has the privilege of moving about the room at will, talking with his classmates, changing the location of his work table and selecting his own materials; but he soon learns that the enjoyment of this freedom involves definite responsibilities and duties if his classmates are to enjoy the same rights as

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he; this realization makes a vast difference in his attitude. These unseen outcomes, which "the world's coarse thumb and finger failed to plumb" when our public viewed the culmination, constitute the goal of an enterprise.

The criticism is sometimes offered by teachers that, when an enterprise is undertaken, discipline "goes to pieces." Such an admission may be an indictment of the old system of autocratic teacher-control, suggesting that, because the old restraint was external and negative in character it was, from its very nature, an artificial thing; and since no provision had been made for the development of positive control from within the class it could not function when the sudden need arose. In a word, it was coercion which "went to pieces." The growth of desirable habits and attitudes in the enjoyment of freedom is fundamental to happy living and it is the responsibility of the school. The enterprise method is not an educational fad or a sensational experiment, but a great opportunity. If there is one thing which the revised programme of studies says to the child of to-day, it is "You can." In making deliberate provision for encouraging the originality of ordinary pupils, the enterprise method suggests innumerable ways of giving a child confidence. We have sometimes been guilty of fettering a bright child so completely in the routine lessons of what we considered his grade level that we completely failed to discover his possibilities. Before launching the enterprise, the teacher will, therefore, list those desirable outcomes which she recognizes as the most important part of the whole undertaking. In some cases, outcomes are indicated in these outlines, but a set of ready-made outcomes can only be suggestive; in every case this is the teacher's own particular problem.

SEASONAL ACTIVITIES FOR PRIMARY GRADES

CHAPTER I

The Fall Term

THE VALUE OF ENTERPRISES IN THE AUTUMN

Each year we greet September with a forward look, entering upon the trackless route ahead with enthusiasm and with high hope. The major concern of the primary teacher is with English activities, for the child's attitude toward reading is largely conditioned in grades I and II. There is no adventure like learning to read, and there is magic in it for it unlocks everything. In September the teacher is confronted with the puzzling question, "Where shall I begin?" Much depends upon a propitious beginning.

September is essentially a month of adjustment, and the teacher who provides her class with a background of first-hand experiences is giving them the best kind of equipment. An enterprise suggests the ideal approach to reading, for the following reasons:

1. It provides a core of fresh and interesting experiences upon which all early language training may be based. Without a foundation of direct experience, language is without meaning. A story is often uninteresting to primary children because they lack sufficient experience to understand it. If the spoken phrase or sentence suggests no clear idea to a child, he can scarcely be interested in the word-symbols which represent them.

2. It presents problems which stimulate clear thinking, and thinking is a useful preparation for reading.

3. The interesting problems arising out of class activities become the topics of conversation and discussion. We are

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only beginning to recognize the full significance of conversation in language training; it is, indeed, a far cry from the days when a child was expected to be seen and not heard to these periods of free conversation in the modern classroom. The process of learning to read is comparable to that of learning to fly. As we eagerly prepare our pupils for the "take-off" we may grudge the time spent in oral language, but we must remember that the pilot does not consider the time lost when the plane "taxi" across the field preparatory to flying. And surely it is reasonable to train a child in the fluent use of auditory word-symbols before expecting him to adopt the visual symbols which represent spoken words. Conversation paves the way for reading by extending the vocabulary, introducing new ideas and encouraging clear enunciation. It gives the child sufficient "lift" to be "taken up" when formal reading is begun. In addition, it establishes an atmosphere of happy social intimacy in the classroom. Some children will be so eager to talk about their own vivid experiences that they interrupt their classmates. It is a good time to help them realize that the speaker must be unhampered by interruptions if he is to tell his story well; they, in turn, will wish this courtesy accorded them. It soon becomes clear that this restriction of their freedom is precisely the thing which gives them the opportunity of talking when their turns come,—a valuable lesson for little citizens in grade I.

4. Moreover, an enterprise provides situations which make reading a necessary incident of class activities, so that a child is actually engaged in reading before he is aware of it; "the machine rises imperceptibly" as the pilot says. When the teacher takes her class on little trips about the town, their attention is attracted by signs upon shops and by produce offered for sale. In the discussions which follow, the children recognize the value of word-symbols as labels of identification and decide to make similar signs

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for their cardboard model of the town—Book Shop, Market, Park, King Street, etc. If the pupils show keen interest in a toy shop display, let them make a toy-shop window in a large radio carton, fill it with toys of cardboard, clay and plasticine, then make signs advertising the articles on exhibition,—*doll, ball, drum, duck*, etc. If a bake-shop captures their attention, a window display of buns, cake, bread, rolls, etc., may be similarly arranged and labelled. After a trip to the market they may wish to make paper models of the outdoor booths where flowers, eggs, butter, cakes, even puppies and bunnies are sold, and to make suitable signs. For the rural child, a trip to the County Fair or School Fair may be made the basis of similar activities. A model of the fair grounds will require labels to identify the various buildings where horses, cows, sheep, pigs, chickens, ducks, etc., are exhibited, as well as booths where ice-cream, candy and popcorn tempt them to spend their pennies. In making and displaying these labels the class will have learned to recognize many useful words, but, more important than this, they will have discovered something about the usefulness of word-symbols in their daily living.

5. The child's earliest experiences in reading stories may well be related to enterprise activities. Children greatly enjoy building up sentences and short stories about their achievements in the classroom and their trips to the woods or through the town. These are composed co-operatively and written on the blackboard by the teacher:

We went to the Fair.
We saw a little grey pony.
Jack had a ride on the pony.
We all had ice-cream.

We went down town to-day.
We saw the fire hall.
Billy is going to be a fireman.

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Later, these stories may be copied by the teacher on large sheets of cardboard and hung about the room or posted on the bulletin board. Illustrated copies of favourite chart stories may be made on the duplicator and given the children to take home. It is also a good plan to make a picture book of class achievements, every page featuring some class undertaking and showing the children at work. The teacher may use snapshots or sketch the illustrations; later in the term the children will make their own drawings and copy the chart stories in "our book." Few factors contribute a greater incentive to reading than this record of activities called "Here We Are." It is by no means expected that every child will read all these stories from the outset; ideas are of major importance in the fall term and the value of the chart story lies in the child's realization that word symbols keep records and tell stories.

6. Vocabulary building. Since the permanence of the vocabulary learned depends largely upon the interest of the moment, chart stories about enterprise activities may well be used as key material for the early vocabulary. In sponsoring class activities the teacher will always be mindful of the vocabulary needs of her class and alert to use opportunities for word recognition. She will, however, make haste slowly, realizing that a heavy vocabulary burden "reduces visibility" and increases the hazards of reading flight.

It is obviously impossible to give specific directions for ensuring the needful learning which should accompany enterprise activities in Grade I. Certainly no definite rate of speed can be recommended, no precise warnings of danger given, no "bumpless" course mapped out for the guidance of the teacher-pilot. Doubtless there will be areas of depression, fogs and adverse winds. However, one's aims for the "take off" may well include the following:

1. To help the children to live and work together happily in school.

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2. To stimulate clear thinking by providing problems which are thought-provoking.

3. To broaden the child's vocabulary and develop his ability to talk intelligently.

4. To lead the child, through informal and meaningful contacts with reading situations, to realize the value of word symbols for identifying things, keeping records and telling stories.

The modern approach to primary reading is one of the most striking evidences of change in educational theory, for the emphasis has swung away from the correct pronunciation of words to the intelligent interpretation of words; from regarding reading as an end in itself to recognizing it as a fundamental tool. This distinction is very sharply defined to-day; from the outset we strive for both visual recognition and thought interpretation; anything less is a superficial conception of reading. The enterprise provides a child with countless opportunities for getting hold of reality by using the sharp-edged tool of reading. It is not suggested, however, that all early reading activities in Grade I should grow out of enterprise experiences. Incidental contacts with reading situations are valuable, but there must also be a firm foundation of systematic training.

1. OUR TOWN

An Enterprise suitable for September and October.

Theme: The town as a social unit, composed of interdependent families who co-operate with one another to make life pleasant and safe. For rural children in Grade II, the theme will be "Exploring a Nearby Urban Community."

Approach: September is a good month for the activities of this enterprise for it marks the dawn of a new era for children of the primary grades. The experience of walking

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to school alone, crossing busy streets, interpreting traffic signals, buying books in shops and meeting people on their way to work is a great adventure which gives the child a new and vital awareness of the town in which he lives. His eagerness to ask questions and to discuss his observations provides the ideal approach to a study of "our town." Rural children who attend a Festival or Fair in the nearby town will be eager to discuss this topic.

PROBLEM I

Walking to School Safely: Walking on the sidewalk safely; crossing the street only at corners and looking both ways before going straight across; watching for traffic signals and obeying them.

THINGS TO DO

1. Draw a street intersection on the blackboard. Use coloured chalk or poster paint to draw lines showing the right way to cross a corner. Then draw white lines to show how "jay-walkers" and other careless people cross the street diagonally. Discuss the danger of such methods of crossing.
2. Take the class to a street corner near the school which is not very busy. Explain the correct manner of crossing the street. Allow each pupil to cross the street in the right way.
3. Observe the policeman or traffic officer at work. The children discuss the importance of policemen as "helpers of our family."
4. Children in Grade II read stories about safety such as those in *Health Stories I and II*. Dramatize some of these.
5. Dramatize simple plays composed by the children. Marionettes may be used.
6. The teacher may tell the class stories from *Play Safe*.
7. Learn singing games, motion songs, slogans and jingles about safety. Excellent material of this type is found in *Safety Programmes and Activities*. Sing safety songs as the children are lining up after dismissal.
8. Learn the song, "The Policeman," in *Songs of Happiness*.

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9. Pupils in Grade II read:

Traffic story in *In City and Country*.

"The Policeman" in *Round About You*.

PROBLEM II

Our Town in General: Streets; stories about their names; location and importance of public buildings; stories of their origin; places where people work—mills, shops, factories.

THINGS TO DO

1. Prepare the pupils for excursions about the town, by conversation and discussion. Choose guides and captains.

2. Conduct excursions about the town.

3. Discuss the pupils' observations in class.

4. Draw blackboard diagrams of the principal streets.

5. Construct the streets of the town from cardboard on the floor or large table.

6. Construct a map of the town on a large sheet of cardboard. Use adhesive tape to represent the principal streets. Use squares of coloured paper to represent dwellings and public buildings.

7. Construct "Our Town" on the floor of the classroom. The streets may be made of cardboard or drawn with chalk. The buildings may be made of cardboard boxes or wooden boxes and painted. If made of cardboard, they should be given a coat of glue-sizing before painting. Railway lines, harbours, bridges, parks, stop and safety signs should be added. Use clothes-pin dolls to represent people. Let the children use their own ideas freely.

8. The children may read "Ted and Mary in Town" in *Happy Holidays*.

PROBLEM III

The Post Office: Its function, importance and construction; transaction of business in the Post Office, buying stamps, mailing letters, parcels and newspapers; mail delivery.

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THINGS TO DO

1. The class should visit the local Post Office and discuss their observations.

2. Plan the construction of a Post Office in the classroom. Divide the class into groups of workmen. Appoint a leader for each group.

List materials required. The following may be suggested by the class: nails, shoe boxes to be used for post boxes, a pair of small hinges for the letter box, a can of paint or varnish stain, a hammer, a saw, etc.

Construct the Post Office. It should be large enough for two or three children to work inside. If wooden boxes are not available, large cartons of double corrugated cardboard may be used.

3. Construct a pillar box to be placed in another part of the room. Some pupils will mail their letters here.

4. Assign individual numbers to the Post Boxes. Each week some pupils should receive their mail in boxes, others by General Delivery.

5. Appoint a Postmaster and assistants. Discuss the duties of these officials.

6. Discuss the method of transacting business in the Post Office; buying stamps, mailing letters and newspapers, sending parcels, receiving mail by General Delivery, receiving mail through the Post Boxes.

7. Dramatize the above operations in the classroom post office.

8. Compose short letters as a co-operative blackboard exercise. The pupils copy these letters carefully, then address and mail them. The buying of stamps for letters and parcels with play money gives valuable training in number skills.

9. Edit a small newspaper. Appoint editors. Mail hectographed copies each week.

10. Learn to recognize the common Canadian stamps. The children bring stamps to school, discuss and compare them. Organize a Stamp Club. Collect stamps.

11. The pupils may read, "A Story about Letters," in *Round About You*. Also "The Letter" in *Home and Round About*.

12. The postmaster and his assistants sort and stamp letters

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written by the class, then place them in the postal boxes.

13. Conversation about mail delivery in the early days—horseback, stagecoach, etc.

14. The pupils read the story, "When Eli Heard the Turkey's Call," in *Near and Far*, also stories about the postman in *Susan's Neighbours*.

15. Discuss various methods of mail delivery to-day: In the city by the postman; in the country by the rural mail carrier; means of transporting mail—airplane, steamship, train, 'bus, horse.

16. Illustrate methods of early and modern mail delivery on the blackboard or on paper, using coloured chalk. Make a moving picture of a letter's journey, on a long sheet of paper.

17. Learn songs about the postman in *Songs of Happiness* and *Holiday Songs*.

CULMINATION

Construction of a four-fold screen: five or six feet in height, to separate the model of the town from the classroom.

THINGS TO DO

1. Procure a screen frame and cover it with neutral coloured burlap or cardboard.

2. Each child may illustrate on a large sheet of drawing paper that phase of the life of his town in which he is most interested—the postman, the policeman on a busy corner, the park, the bay with its boats, etc. These should be done in bright colours with crayon and fastened to the burlap. The edges may be bound together with strips of black passe-partout paper. Bright paper cut-outs may be used in place of illustrations and mounted on construction paper.

2. INDIAN LIFE

After a consideration of "Our Town" with its abundant facilities for our safety and enjoyment, a contrasting study of the lives of Indian children who lived on the site of "our town" makes a strong appeal to a child's imagination.

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Motivation: Suggestions: 1. Stories about our town in early days; site occupied by an Indian village when the first white settler came; imaginative picture of the town's appearance at that time; stories of Indian children; conversation.

2. Read, discuss and memorize Annette Wynne's poem¹:

Where we walk to school each day,
Indian children used to play—
All about our native land,
Where the shops and houses stand.

And the trees were very tall,
And there were no streets at all,
Not a church, and not a steeple—
Only woods, and Indian people.

Only wigwams on the ground,
And at night, bears prowling 'round.
What a different place to-day
Where we live and work and play!

—From *For Days and Days*.

3. Arrow heads, Indian pottery and flint tools may be shown the class. Discuss their uses.

PROBLEM I

The Indian's wigwam home and its construction: conversation, stories, pictures.

THINGS TO DO

Make a wigwam large enough for the pupils to use.

1. Framework: Secure six poles about seven feet long; wire these together near the ends. An additional pole may be provided to manipulate the smoke-flap.

2. Cover: A sheet of very heavy brown paper about fifteen feet long and seven feet wide is cut according to pattern. White

¹ Reprinted by permission from *For Days and Days: A Year-Round Treasury of Verse for Children*, by Annette Wynne. Copyright, 1919, by Frederick A. Stokes Company.

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chalk and brown crayon are then applied to simulate birch-bark markings.

3. Decoration: Each pupil prepares an original border design and colours it. The most suitable pattern is selected by vote of the class and is then applied to the wigwam cover, using charcoal outline and poster paint. The design for the door flaps is planned and applied in the same way. Suitable totems are chosen by the children, then drawn and coloured with poster paint. Cut-outs may be used.

4. Assembling: The completed cover is placed about the framework and tacked or sewn to the poles as required. The wigwam is then placed in a setting of trees in a corner of the room.

PROBLEM II

The Indian Baby's Cradle: its construction, lining, binding, how the mother carried it, how it was hung in a tree.

THINGS TO DO

1. Make an Indian cradle of heavy paper to be hung in a tree beside the wigwam. Design and apply a suitable decoration. A paper shopping-bag may be cut and bound to represent the cradle. Use snowshoe thongs to bind the sides together.

2. Prepare the papoose doll; the head may be modelled from paste and sawdust or rolled paper. An old electric light bulb may be covered with pasted paper strips for the head and the shoulders built out with paper. After painting features, a very simple costume of sacking or heavy brown paper may be made and decorated by Grade II pupils.

3. Miniature cradles and papooses may be made, using construction paper for the cradles and plasticine for babies.

4. The pupils learn Indian lullabies such as "Rock-a-bye, My Little Owlet."

PROBLEM III

The birch-bark canoe and its construction: the story of Hiawatha and the building of the canoe; tell the story, using pictures; read simple selections from Longfellow's *Hiawatha*.

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THINGS TO DO

1. Make a canoe six feet long, using a double sheet of heavy brown paper. Apply brown and white markings. Cut out the canoe after folding (the four thicknesses of paper being cut together); shape the ends carefully. Use a coarse needle and cord to sew the ends.

2. Cut slender cedar boughs for ribs and sew in place. The pupils in Grade II can easily do this coarse sewing with a large darning needle. Decorate with a simple design to represent a pattern of porcupine quills. Make miniature canoes for the sand table.

3. Simple selections from Longfellow's story of building the canoe may be arranged for choral speaking. Hiawatha's requests from the various trees and their answers may be adapted for two-part speaking. Some selections lend themselves to the refrain type of choral speaking.

PROBLEM IV

The Indian village and the work of the people.

THINGS TO DO

1. Make a miniature Indian community in the sand-table. Here the children may apply their own border patterns to their wigwams and choose their own totems.

2. Make a frieze showing an Indian village and its people, using coloured chalk. Show Indians weaving, making fire, hunting, etc.

PROBLEM V

Habits of Indian Life: Indian games and dances; signalling with smoke and blanket; sending picture messages; making dyes from roots, fruits, leaves; grinding corn; making maple sugar.

THINGS TO DO

1. Play Indian games: snow-snake, plumstones, etc.

2. Dramatize blanket-signalling, sending simple messages from one high point to another.

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3. Send picture messages written on birch-bark or brown paper with a stick pen and berry juice.

4. Pound corn in a mortar of hollowed stone. Have the meal baked into a cake for the class to sample.

5. Pupils in Grade II may read "Indians" in *Along the Way* (Easy Growth in Reading Series).

PROBLEM VI

What the Indian children learned: how to make clay pottery, to hunt and fish, to make bows and arrows, to know animal habits and to recognize animal tracks. Use pictures, stories, conversation, discussion.

THINGS TO DO

1. Learn songs about Hiawatha.

2. Learn to recognize the tracks of Hiawatha's "brothers" in the snow. Find out where they live.

3. Learn to recognize the songs of Hiawatha's "chickens" from field excursions and phonograph records. Watch the birds to learn about their habits, food and homes. Attract them to the classroom windows by putting out food—suet, crumbs, nuts. The pupils should recognize chickadees, downy woodpeckers, hairy woodpeckers, nuthatches, blue-jays, English sparrows, during the winter.

4. Make Indian bowls of plasticine or clay. Cut large bowls from brown paper and decorate with Indian designs.

CULMINATION

Dramatize those incidents in the story of Hiawatha which the pupils enjoy most, fusing these into a short play. Nokomis may tell Hiawatha stories of the rainbow, the moon, etc., as they sit at the door of the wigwam. Make full use of the finished canoe, cradle, wigwam, etc., and include the songs learned. Assemble materials and make simple costumes for the play. Use feathers, coarse sackings, blankets, beads. Make simple head-dresses. Send Indian

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messages of invitation to the parents. These may be cut double in the shape of canoe or wigwam with the message in picture writing.

OUTCOMES

Attitudes and Appreciations: The child is given a deeper sense of gratitude to the "helpers of our family," who make life safe and pleasant for us, and a keener interest in his environment; the child's ingenuity is challenged and developed; his interest in outdoor life is deepened; he has a new sense of comradeship with outdoor life and increased friendliness for the animals and birds, the "brothers" and "chickens" of Hiawatha.

Abilities: Co-operation in the making of frieze, canoe, wigwam, etc.; development of powers of accurate observation, judgment and originality.

Skills: In English—reproduction and dramatization of Indian stories, recitation of verse, enjoyment of the simpler portions of *Hiawatha*; in Art—design, modelling, constructive work; in Music—learning songs, recognizing bird songs; in Arithmetic—use of terms of measurement indicating size, quantity, form. In addition, this enterprise paves the way for the intelligent appreciation of many of the topics in the Social Studies, Grades I and II.

3. PREPARING FOR WINTER

An Enterprise to be begun in October

Aims: To quicken the child's interest in the problems of birds and animals; to give him a feeling of comradeship with all out door life. To develop the child's power of making careful observations and of drawing right inferences. To give the child the opportunity of expressing his observations through the media of conversation, drawing, modelling and dramatization.

The Fall Term

Approach: Take the class on an excursion to the woods. October has one keynote. The hush of its mellow, smoky days brings a sense of expectancy, a premonition of change. It is in the whisper of falling leaves and the sighing of autumn winds. Children are sensitive to all the moods of nature. In the noisy conventions of crows and black-birds and the excited chatter of busy squirrels, the country child recognizes a note of urgency, of anxious preparation. In the town or city some children will have recently returned from summer cottages; others may be moving into new homes or preparing to go south with their parents for the winter. All these home activities suggest the problem of preparing for a season of intense cold. In the country, the farmer's preparation for winter is so evident that it will become a topic for discussion without suggestion from the teacher.

PROBLEM I

How the family prepares for the winter: Father works at harvesting and storing the crop in the barn and cellar for winter use. The money earned buys: warm clothing; fruit and vegetables to store in the cellar; coal, wood and oil for fuel; outside windows and doors. Mother works in the home: sewing warm clothing for the children; knitting sweaters, caps and scarves; canning and drying vegetables and fruit. Men build cosy homes to resist winter's cold. Stories of the long ago tell of the preparations for winter in the early days: laying in supplies for the winter (preserves, smoked meats, dried apples and other fruits, maple sugar, nuts, salted fish), grinding the wheat and corn, cutting wood; the visit of the travelling shoemaker; preparation of hides, etc.; warm woollen clothing; the sheep-shearing, the spinning-wheel and loom; furs, stories about trappers; how the early houses were built and made snug for the winter (logs, moss, thatching, fireplace, chimney, etc.).

Seasonal Activities for Primary Grades

THINGS TO DO

1. Watch a house being built: the work of masons, carpenters, painters.
2. Make posters of fruits and vegetables stored for winter.
3. Cut and colour winter dresses, coats and caps for paper dolls.
4. Conversation about snug homes the children have seen and liked.
5. Have the children read, "Our Cellar":

Our cellar is a snug and jolly place;
When Mother lets me go with her downstairs
I count the rows of fruit jars one by one,
The crates of rosy apples, golden pears.

Out in the furnace room a giant sleeps
With mountain ranges black on either side;
I hear him snore in drowsy undertone,
His face is red, his mouth is open wide.

But when the storms of winter shake our house
The giant wakes, and roars, and shouts for food;
Then with my dad I hurry down the stairs
To feed him lumps of coal and sticks of wood.

—H. M. H.

6. Have the children tell stories heard from their grandparents of how early houses were built and preparations made for winter.
7. Make a "log" house from two large cartons of heavy corrugated cardboard. Cover it with sheets of bark from a lumber yard. Thatch it. Add doors and windows. It should be large enough for the children to enter.
8. Make a mural showing a log house being built in the forest.
9. Read "The Story of Jim Coon," found on page 23. Read "Grandfather's Story" in *Home*.

PROBLEM II

How the trees and plants prepare for winter: The little green "workmen" in the leaves stop their work of making food for the tree. The leaves turn yellow, orange and red.

The Fall Term

Ripe fruits and nuts fall; the seeds seek new homes. The leaves fall, forming a warm blanket for seeds. Winter buds form, little cradles with baby leaves for the next year inside, protected by tough, varnished scales. Plants' preparation: flowers fade, seeds form, leaves drop off, seed babies scatter to find new homes for next year.

THINGS TO DO

1. Recognize leaves of common trees of the locality. Notice which leaves fall first. Report to the class.
2. Make a leaf book. Trace in it outlines of leaves of maple, oak, elm, beech, etc., and colour them.
3. Wax coloured leaves of maple and oak.
4. Model in plasticine or clay small twigs with winter buds.
5. Collect sprays of autumn seed-pods for indoor bouquets: teasel, milkweed, cat-tail, etc.
6. Find some seeds that fly—dandelion, thistle, milkweed, maple, cat-tail, etc. Find some seeds that “hitch-hike”—burdock, pitchfork burr. Find seeds that swim—milkweed with its “life-preserver.”
7. Tell the story of a seed that went on a journey.
8. The pupils read *Nature Activity Readers I*: “The Two Trees,” “Falling Leaves;” and *Nature Activity Readers II*: “The Warm Sun.”
9. Learn to sing: in *New Canadian Song Series II*: “Autumn Leaves,” “Wood Fairies”; in *Songs of Happiness*: “Red and Yellow Leaves”; in *Holiday Songs*: “The Sleepy Leaves.”
10. Read to the pupils, “How the leaves came down” in *Nature Activity Readers III*.

PROBLEM III

How the birds prepare for winter: Some birds have new suits of feathers—sometimes the same colour as the old, sometimes different. Some birds put on a thick suit of “underwear” under their travelling suit of feathers. They

Seasonal Activities for Primary Grades

hold farewell parties and conventions to talk over the long excursion. Some birds remain with us; e.g., nuthatch, blue jay, chickadee, English sparrow, starling.

THINGS TO DO

1. Watch conventions of crows, blackbirds, etc.; find out why they are excited, what they are discussing, why they are "drilling." Pupils report daily on observations.

2. Make a coloured frieze of different birds flying southward.

3. Sketch wild geese flying south.

4. Watch the birds that remain with us. Find out what food they like. Feed them.

5. The pupils read *Science Stories* Book II, "The tree that bloomed in winter"—a story of winter birds.

6. Learn to sing, "Where do they go?" in *New Canadian Song Series*, Book II.

PROBLEM IV

How the animals prepare for winter: Their coats get longer and thicker. The coats of some animals change colour to match the snow blanket—rabbit, weasel. Some gather food and store it up in "cupboards"—squirrel, chipmunk. Some store up food in their bodies—woodchuck, bear, skunk, racoon. Some sleep through the winter—woodchuck, chipmunk, skunk, bear, racoon. They prepare warm homes for the winter: woodchuck—a burrow in the earth, tunnel, warmly-lined nest; squirrel—in a hollow tree; chipmunk—a burrow in a dry hillside; racoon—in a hollow tree, several inhabiting the same nest.

THINGS TO DO

1. Find chipmunks' and squirrels' "cupboards"—caches of nuts in the ground, hollow rails, fence corners, etc.

2. Watch animals storing food for the winter. Notice the chipmunk's bulging cheeks.

The Fall Term

3. Read the class the stories: "Johnny Chuck Prepares for the Winter," and "Happy Jack Squirrel" in *The Adventures of Peter Cottontail*. The children love to dramatize these stories.

4. Read the poem, "Big Words," in *Nature Activity Readers*, Book III:

In winter time my feathered friends—
Except a few—
Forsake my outdoor feeding station,
And all the older people say:
"The birds have left for warmer lands
On their *migration*."
In little words
I simply say:
"My friends, the birds
Have gone away."

In winter time my other friends—
Or some of them—
The members of the furry nation,
Are sound asleep in holes and caves.
Wise people call this winter sleep
Their *hibernation*.
But when the drifts
Of snow are deep,
I only know
They've gone to sleep.

5. The children read the story of "Jerky Tail":

Jerky Tail is a gay little red squirrel. He comes to Mary's window for nuts. This morning Mary is asleep. Jerky Tail finds no nuts. He jerks his tail. He scolds Mary. But she cannot hear him. Now he jumps down in Mary's room. Her stockings are on the floor.

"Just what I need for my winter nest," says Jerky Tail, "the very thing!"

Away he goes with the stocking. He tucks it in his nest up in the tree.

"So warm and soft," says Jerky Tail. Now he runs back for the other. He jumps from the window to the tree. But the stocking is caught on a sharp branch. Jerky Tail pulls and pulls.

Seasonal Activities for Primary Grades

"Oh dear!" he scolds, "Wake up, Mary, quick!"

Mary wakes up and runs to the window. She sees Jerky Tail tugging at her stocking. He scolds and scolds. He jerks his tail up and down. He tells Mary all about it. Mary laughs and laughs.

"You funny Jerky Tail," calls Mary. "Do you need warm stockings for winter just like me?"—*H. M. H.*

6. The children read "Fuzzy Caterpillar" in *Along the Way*; "Run, Squirrel, Run," in *Nature Activity Readers*, I; "Whisky Frisky," in *My Bookhouse*, I; "Getting Ready for Winter," in *Science Stories*, I; "Furry Bear," by A. A. Milne, in *Now We Are Six*; "Putting the World to Bed," in *A Treasury of Verse for Little Children*.

7. Make posters (from cut-out pictures) entitled "We sleep all winter," "We store up food," and "We go south." Old picture books of birds and animals may be used.

8. Tell the class the story of "The Sleepy Animals" in *Tell-Me-Why Stories about Animals*.

CULMINATION

Dramatize the story of "The Sleepy Animals."

THE SLEEPY ANIMALS

A play adapted to Grade II.

SCENE I

[MOTHER NATURE *passes up and down the stage scattering a "snow" blanket of cotton and singing softly.*]

MOTHER NATURE: Go to sleep, seed babies, under your warm blanket. [She passes out of sight.]

[Enter BEAR, RACON, SKUNK, CHIPMUNK, SQUIRREL, RABBIT, MOUSE, ROBIN.]

BEAR (*angrily*): Gr-r-r-r. How can I find roots and berries when everything is covered up with a thick blanket?

[Shuffles awkwardly over the snow.]

ROBIN (*chirping excitedly*): And where am I to get insects and worms? Well, I have called to say "good-bye." I'm off to

The Fall Term

the warm South. Good-bye, everybody, and cheer-up. Mother Nature will help you, I'm sure.

BEAR: Gr-r-r-r-r. Robin can fly away, and he doesn't eat much anyway. But what am *I* to do? That's what I've got to know.

WOODCHUCK: And what shall I do?

SQUIRREL (*chattering high up in a tree*): Oh listen to me. Why don't you fellows try my plan? I store up a lot of nuts in a hollow tree. Then, whenever I'm hungry I just go to my pantry cupboard for dinner. That's easy, isn't it?

RACCOON (*washing a piece of apple in the stream*): How can I store up fish and eggs and mice in a hollow tree? That's what I must eat. I never hunt in the daytime; it isn't safe. And now, with this white stuff on the ground, I can't hunt at night; it's just as bright as day.

RABBIT: That's just my trouble. Everybody sees me when I go out on this white snow blanket. What are we to do?

CHIPMUNK: If you please, Bear, may I say something?

BEAR (*gruffly*): Well—what is it?

CHIPMUNK: Down in my snug house I have a great pile of nuts and wheat and a jolly lot of acorns! Now, why don't you get busy and store up honey and roots and berries?

BEAR: Woof-woof-woof. (CHIPMUNK *scampers out of danger*). Look at me! I'm big and I need a lot of food. All you fellows eat in the winter wouldn't do me for one meal. Besides, honey should be eaten when you find it; it's too good to keep. Yum-yum-yum.

CHIPMUNK (*crossly*): Greedy, greedy! Well, then, you'll have to starve, I guess.

BEAR, WOODCHUCK, RACCOON, RABBIT, SKUNK: It isn't fair. We don't want to go hungry. Oh dear, dear.

MOTHER NATURE (*appearing suddenly*): There, there; what's the trouble, my dears?

BEAR: Woof-woof-woof.

(Chipmunk chatters, Raccoon cries, Squirrel scolds, Woodchuck growls.)

Seasonal Activities for Primary Grades

MOTHER NATURE: There, there; I don't want my children to be hungry. But we must have this beautiful thick blanket or else there would be no grass or trees or roots.

SQUIRREL: My, my! What would I do without trees to grow nuts for me?

BEAR: I need trees, too—hollow trees full of honey, and plants with nice, juicy roots, and berry bushes—Oh my!

MOTHER NATURE: There! I knew you were sensible children. We must have the white blanket, you see. Just leave me to think. I'll see what I can do.

[*The animals scurry away, but BEAR sits still, sucking his paw.*]

MOTHER NATURE (*at last*): Well, that *was* a puzzle! But I have found a way to help you. It's a great secret. (*She whispers in BEAR'S ear*). Eat all you can; eat honey and roots; eat everything you like. The place for you to store up food is *under your skin*. Then find a cosy hole and sleep! Sleep as long as you like.

SCENE II

[*It is spring. The animals are again together in the forest, talking.*]

RABBIT: And so I got myself a white coat to match the snow blanket. Then Mr. Fox couldn't see me. I fooled him, all right. And weasel did the same thing. It's a great idea.

[*BEAR comes shuffling in.*]

RACCOON: Hello, Bear. How did you get through the Cold Time? We all missed you.

BEAR: Slept through it! It's the only sensible way.

ALL THE ANIMALS: What! (*Cheeps, squeaks, howls, cries, groans.*)

BEAR: Well, I did; it's the only sensible way, I tell you. First I ate enough to make me fat—very fat. Then I went to sleep in a good warm hole I know, and stayed there. If you fellows were as wise as I am you'd do the same thing. Oh it's a grand world and I've just had a good breakfast.

WOODCHUCK: Now I wonder if that isn't a good idea. I've a notion to try it, myself.

MOUSE: So have I. There's a snug cave under those hazel bushes.

RACCOON: I know where there's a cosy hole, too.

The Fall Term

SKUNK: I believe that's a good idea for me.

SQUIRREL: Sillies! I had a grand time all winter. I did forget where one of my nut cupboards was—I really don't know what to do about my poor memory—but I had plenty to eat. Sometimes I slept with my tail wrapped round me cosily, but *not* in the daytime; no sir, I'm no sleepy-head.

CHIPMUNK: Well, if Bear spends the winter

Taking a sleep,
I'll doze in my house
When the snow lies deep.

MOTHER NATURE (*who has entered softly and listened to the dialogue*): Bless their hearts! They're learning the secret. When they're safe in bed, next fall, I'll go round and tuck them up cosily—first a warm leaf-blanket, then the soft white coverlet. Bless their hearts!

THE STORY OF JIM COON

This "stirring" tale, which children in Grade II enjoy reading, is based upon fact, the racoon having been the pet of a lad whose parents were pioneers in the early days of a United Empire Loyalist settlement. The story will stimulate much class discussion.

Ben lived in a tiny log house in the deep woods long, long ago. There were big trees at the back and big trees on each side of the wee log house. One day Father cut a hollow tree. "That will keep us warm this winter," he said.

All at once Ben saw something in the hollow tree. It was a little racoon—a furry ball with a queer frown on its funny little face. Ben took it home for a pet. He called it Jim Coon. Jim was very wise; always and always he washed his food before eating it, and always he washed his paws after meals. Mother said she once knew a boy who could not remember to do that.

One day Father said, "It is getting cold; Mother and I must go to town before winter comes. We must get sugar and rice, salt and oatmeal, ginger and flour. We must be ready for winter when it comes."

"I will stay home, Father," said Ben. "I will pick up nuts and grind corn and cut some wood. Jim Coon and I will keep house."

Seasonal Activities for Primary Grades

Father and Mother were gone all day. They rode in a wagon drawn by two fat oxen and it was a long, long way. They came home at night very tired. Ben was happy; there were many fat parcels in the wagon—jolly paper bags with strings tied around their necks. Now there would be cookies and gingerbread and Christmas pudding.

"May I take the things in, Mother?" asked Ben.

"Yes," said Mother; "put them all on the table, and I shall take off my coat."

Ben brought in the bags. He stirred up the logs in the fireplace. Then he went out to help Father.

In the corner, under the spinning-wheel was a round, soft ball. It was not a skein of yarn; it was little Jim Coon having a nap. All at once he jumped up.

"What a nice smell!" thought Jim Coon.

Sniff, sniff. Up on the table he jumped. He saw all the fat bags.

"I must find out about this," he said. So he scratched a little hole in the first bag with his sharp claws. Out came a stream of rice. Then he tried the next bag; out poured the tea.

"What a jolly game," thought little Jim; "a white hill and a black hill; I can make more hills."

Then Jim Coon had an idea. "Why not mix the little hills—make brown and white hills, black and yellow hills? This is fun." Mix, mix, mix, tea and rice and sugar, oatmeal and ginger and salt; stir, stir, stir.

Suddenly Mother opened the door. She saw little Jim Coon stirring up all the hills into one big pudding. In the firelight she saw the busy little paws and the funny little face of Jim Coon with the queer frown between the eyes.

"Oh, oh, oh!" cried Mother. "My nice brown sugar and oatmeal, my tea and salt and ginger! Oh dear, oh dear!"

Then she picked up little Jim Coon. She lighted a candle and put it in the window. She went out into the deep woods. Little Jim squirmed and squirmed. At last she put him down.

"Scat, scat!" said Mother crossly. "Run away, bad Jim Coon, and don't come back!"

Jim Coon was afraid. He ran up a tree. He had no home now.

The Fall Term

Old Mr. Moon peeped out from behind a cloud. He winked at little Jim.

"Don't be afraid, little chap," said Mr. Moon. "You will find a nice snug home in that hollow tree—the best house in the world for little coons. Just go right in and take a long, long nap until spring."

—H. M. H.

4. OUR HOMES

Theme: Our Family at home: Seeing mother at work in the home, helping the children and father; seeing father at work in the home, helping the children and mother; seeing the children at work, helping father, mother and one another.

Teacher's Aims: To help the child to understand the interdependence of the members of his family group; to recognize that each one has definite responsibilities and contributes, through his work and conduct, to the happiness and well-being of all; to develop the understanding that families are dependent upon one another.

Approach: An excursion about town or countryside to see attractive home exteriors; discuss houses the children admire. Tell the story, "How the Home was Built," in *Mother Stories*.

PROBLEM I

The Exterior.

THINGS TO DO

1. Watch a house being built; discuss the work of masons, carpenters, painters, etc.

2. Learn to sing "The Carpenter," in *Songs of Happiness*.

3. Let the children bring to school pictures of houses cut from magazines; post these on the bulletin board or paste them in a scrap-book. Discuss these houses—roofs, porches, chimneys, windows, and the various materials used in their construction. Discuss the value of paint to protect the wood as well as adding to the attractiveness of the home.

Seasonal Activities for Primary Grades

4. Let the children draw and colour houses they have liked.

5. Assemble materials for making a house in the classroom. The large crates in which such articles as radios are shipped make a good framework for the house. The narrow boards used in crating freight may be used for the framework and sheets of cardboard fitted over it. In Grade I the house may consist of walls only, since it will be difficult for them to build a large house with roof. Large corrugated cartons make good porches, chimneys, bow windows, etc. Paint the walls and roof, using muresco. A "stucco" finish may be given the house by applying a coat of sawdust and paste, cornstarch or flour and salt, then painting with muresco or alabastine fresco. Sidewalks, trees and window boxes or trellises with crepe paper flowers may be added.

6. Learn to sing "My Darling House" in *The Music Hour*.

7. The children may read "My House":

Jill's house is stucco,
Billy's house is brick;
Jack likes a stone house,
The walls are so thick.

Dick has a cottage
Close to the shore;
It's a low, brown house
With a knocker on the door.

Jim lives in a big house
With lots of room to play;
When I go to Jim's house
I stay and stay and stay.

But mine is a wee house
With a garden full of flowers;
I do think there's no house
Quite so nice as ours.

—II. M. II.

8. The children will enjoy reading stories of house building in *Home*; "The New Home" in *Helpers*; "The New Home" in *Round About*; and "The Green House" in *Here and There*.

The Fall Term

PROBLEM II

The Interior.

THINGS TO DO

1. Discuss the interiors of houses. The children may bring pictures and discuss furniture, colour schemes, etc.

2. Let the class decide which room they wish to have in their classroom house. It may first be furnished as a living-room and later redecorated to represent a kitchen, bedroom or dining-room.

3. Make furniture. Large radio cartons make excellent book-cases, china cabinets, cupboards, fireplaces, "electric" stoves, tables. They are very attractive when painted.

4. Make chairs, benches, stools, couches, cradles—using orange crates, cheese boxes and furniture crating.

5. Make dishes, using clay. Pasteboard plates may be decorated with a design in crayon, then finished with a coat of shellac. Attractive bowls and cups may be made by covering china dishes with a coating of vaseline, then adding five or six layers of newspaper, paper towelling or wrapping paper which has been torn into small pieces and dipped in paste. Remove the paper covering from the china dish when dry, add paint and shellac.

6. Make table runners, using crepe paper, wall-paper or mural paper. Grade II may add a design made from an outlined motif of stiff paper or with a potato-cut.

7. Make curtains of paper or factory cotton decorated with wax crayon and pressed with a hot iron. Any child will enjoy using the end of a pencil, eraser or cork dipped in paint to apply a simple polka dot or simple stick-print unit to form an all-over pattern. The material should first be folded and the motif applied at the corners of the creased squares. Older pupils will be interested in dyeing the cotton before applying the design.

8. Make mats from burlap or heavy sacking. Use large potato-cut designs for decoration.

9. Make paper for the walls; use sheets of building paper or unstamped wall-paper and apply designs developed by the children.

10. Make pictures for the walls, using chalk, crayons or poster paint; frame or mount them. The children may bring discarded frames from home.

Seasonal Activities for Primary Grades

11. If there is not sufficient room for all the children to work at these activities, let them furnish miniature rooms in boxes with the lids removed. They will enjoy making tiny furniture, rugs, curtains, etc., using spools, match-boxes, skewers, scraps of cloth, etc.

PROBLEM III

The Family: How the members depend upon one another; the difference between a house and a home.

THINGS TO DO

1. Discuss mother's work in the home; baking, sewing, mending, knitting, sweeping, dusting, washing, etc.; how she helps the children and father.

2. Discuss father's work in the home, how he helps the children and mother; how father works away from home; using the money father earns to buy food, clothing, coal, etc.

3. Discuss the children's work in the home; how they may help father and mother and one another; habits of neatness and politeness at home.

4. Discuss the way in which various "outside" helpers assist in the work of the home—postman, deliveryman, milkman, breadman, etc., realization that these are "other fathers" upon whom we depend.

5. Learn to sing "Busy Workers" (a motion song about mother's and father's work) and "The Days of the Week" (a song of housework) in *Every Child's Folk Songs and Games*; "Monday is Washing Day" in *The Children's Book of Songs and Rhymes*; also "Where We Get Our Bread" in *The Music Hour*, Book I.

6. Learn to read and sing "The Broom:"¹

I like to sweep with my little broom
And help my mother clean the room;
Sometimes my broom is a pony strong,
Then through the house we gallop along.
Get up, horsey! Whoa! Whoa! Whoa!

¹From *The Music Hour*, Book I, Copyright, 1938, by special permission of the publishers, Silver Burdett Company, New York.

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Read "Useful:"

He brings his father's slippers,
Picks up the baby's toys;
He shuts the door for grandma
Without a bit of noise.

On errands for his mother
He scampers up and down;
She vows she would not change him
For all the boys in town!

—*Songs of a Little Child's Day.*

7. A family may be selected from the class to "keep house"; they may dramatize the work of father, mother and the children, and little episodes showing their dependence upon one another. Read "They Play House" in *Play Out of Doors*.

8. The children may tell stories of having fun at home. Dramatize some of these stories. Let them give original pantomimes of work and play at home for the other children to guess.

9. The pupils may share stories they have heard from grandma about her childhood home and the games she enjoyed. Learn to sing "Grandma" (a song about grandma's stories in *The Music Hour*).

10. Read "Jane Helps" in *Fun with Dick and Jane*; "Mr. Nobody" and "Fairies in the House" in *Story Land*.

CULMINATION

A Thanksgiving programme was given as the culmination to this enterprise by one class in Grade I, as the activities were completed in October.

THINGS TO DO

1. Tell the story of the first Thanksgiving, helping the children to see the comforts of their safe and happy homes to-day in contrast to the crude log homes of the Pilgrim Fathers. Dramatize an incident in the story of the first Thanksgiving.

2. Help the children to associate the realization of their

Seasonal Activities for Primary Grades

parents' care for them with the thought of the Heavenly Father's care and their dependence upon Him. Learn the Thanksgiving Hymn:

For all the good and pleasant things
That every day so surely brings;
For food and home and loving care,
For toys to play and clothes to wear,
For mother, father, baby, we
Our "Thank You," sing, dear Lord, to Thee.

—*Songs of Happiness.*

5. THE FARM

There are advantages in introducing the child to the farm in September, when autumn activities, such as apple-picking, and the harvesting of corn, melons and other vegetables, are a keen delight to children. It is suggested that the subject be resumed in the spring when field and garden activities may be observed. After the fall enterprise the spring work on a farm will have more significance for the class.

Approach: The fall is a season of interesting activity for the rural child. As he helps harvest fruit and vegetables, he is conscious of the real meaning of farm activities. Many town children spend their vacations on the farms of relatives. In September they will be eager to describe happy experiences in the country. This stimulates the curiosity of the class. Every boy of seven longs to be a farmer. Interest may be increased by posting on the bulletin board pictures of children riding horses, playing with farm pets, etc. Read farm stories such as "Blue Barns," in *Round About*.

PROBLEM I

Farm Buildings and their Uses.

The Fall Term



The Farm Barn

THINGS TO DO

1. Encourage the class to ask questions about life in the country.

2. Read the class the story book, *On Charlie Clarke's Farm*. They will enjoy dramatizing parts of it.

3. Prepare the class for a visit to a farm to observe the farm buildings. Have them collect pictures of farm buildings and discuss them in class; then paste them in a scrap-book. Let them read "Bob and Nancy at the Farm," in *At Play*, and "A Visit to Ferndale Farm" in *The Sunshine School*.

4. Take the class to a farm and guide them in their observations, noting particularly what buildings are needed, their location,

Seasonal Activities for Primary Grades

comparative size, exterior and interior. Discuss these observations.

5. A co-operative letter of thanks may be written to the proprietor of the farm for his kindness.

6. Discuss a suitable location and make plans for a model farm on the floor of the classroom. Cardboard cartons, building paper, tacks, small strips of lumber, shingles, paint and nails are useful materials for building the house, barn, poultry house, machine shed, silo, fences, etc. The children may make farm animals of cardboard, clay, plasticine, or wire and paper.

7. Play farm games: *Oats, Peas, Beans; the Farmer in the Dell; Old Roger is Dead; Ducks; Farm Mimetics*. A description of these games is given in *Physical Education for Elementary Schools*.

8. Discuss in detail the interior of a barn. The teacher may obtain blueprints and illustrations of barns from contractors or farm magazines. Study these carefully and explain them simply to the children. Display them about the room so the class may examine them. Secure samples of building materials to show the class.

9. Let the children in Grade II draw up simple plans for a barn, then select the best one and build the barn. It should be large enough for several children to get inside. The frame, stables and mow may be made from boards that have been used in crating freight. Orange crates and stiff cardboard serve for building the granary and grain bins. After the frame is constructed, cover the sides and roof of the building with large sheets of cardboard (obtainable from furniture or hardware stores). Measure and cut doors and windows.

10. Grade II pupils may keep a diary of their farm activities.

11. Read the many farm stories in *A Holiday with Betty and Jack*; "Jack's House" and other farm stories in *Down the River Road*; "Happy Days at the Farm" in *Peter's Family*; "George's Visit to the Country" in *Helpers*.

PROBLEM II

Farm Animals and their Uses.

The Fall Term

THINGS TO DO

1. Post up pictures of farm animals with the names below. Discuss these pictures and prepare the class for a visit to a near-by farm to observe animals.

2. Visit the farm and discuss the uses of the animals observed.

3. Let the children construct animals of suitable size for the large barn. They may be made from wire and sheets of paper, stuffed with cloth or newspaper; or the wire frames may be padded with excelsior and wound with wide newspaper strips. Very substantial "angular animals" may be made from thin boards and wooden boxes. The children will want to read "The Toy Farm" in *Fun with Dick and Jane*.

4. Learn to sing: "Whoa Horsey" and "Lamb Language" in *The Children's Book of Songs and Rhymes*; "Tiny Hen" and "The Farmer" in *Every Child's Folk Songs and Games*; "Dobbin," and "The Duck," in *Songs of a Little Child's Day*, "The Farmer Boy" and "Pony Kate" in *The New Educational Music Course*; "The Farmer Man," in *Songs for Children*.

5. Read: "The Cow with the Curl in her Tail" in *A Holiday with Betty and Jack*; "In the Country" in *David's Friends at School*; "At the Farm" in *Fun with Dick and Jane*; "Three Little Hens on the Farm" in *Fun in Story*; "The Friendly Cows" in *The Outdoor Playhouse, The Nature Activity Readers*; "Going to the Farm" in *Peter and Peggy*; "A Feeling in Your Bones" in *Friendly Village*; Farm stories in the *Elson Basic Readers*, Books I and II; "Calves" in *The Teacher's Omnibus*, Book I; "The Barnyard" in *Poems of To-day*, Book I; and the farm stories in *Happy Holidays*.

6. Read to the children "The Little Pony" and "Bobby on the Farm" from *Language and Speech Training Stories*.

7. Let the class make murals and moving pictures showing farm activities.

8. Encourage the children to compose verses about farm animals. The following were written by pupils in Grade II (Picton Public School):

I have a little cat
Whose name is Dick;
He catches rats
That bite and kick. (B.N.)

Seasonal Activities for Primary Grades

My father has a cow
With a brown and white head.
She eats hay from the mow
And then goes to bed. (B.R.)

Scratchy-Scratch is my little hen
That lays eggs white as snow;
At night I put her in the pen
And then to bed I go. (D.G.)

A little black pussy
With a long black tail
Watches for mice
By the old fence rail. (B.J.)

PROBLEM III

Fields and Gardens.

THINGS TO DO

1. Discuss with the children the principal crops, grains, fruits and vegetables grown on the farm. Explain what use is made of each.
2. Draw plans of farms on the board with coloured chalk. Represent fields by squares and enter the name of the crop in each square.
3. Trace the history of a loaf of bread. The children may make a mural or moving picture to tell this story.
4. In the spring, miniature fields may be made in a large box or sand table. Seeds may be planted and cared for. Watch the germination of seeds. The children should also observe and report frequently on the growth of a garden. Perhaps they can plant a small garden of vegetables and flowers in the school grounds or have a little garden in a box, certain groups being appointed to care for it.
5. Help the children to recognize the common farm implements and understand their uses. Let them add pictures of these implements to their scrap-books.
6. Discuss the advantages of country life, including fresh air, sunshine, and an abundance of milk, fruit and vegetables.

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7. Compose and dramatize some simple plays about farm life, dialogues between farm animals, and adaptations from stories read in books.

8. Learn to sing "A Rosy Apple" and "September" in *Songs and Silhouettes*; "Pumpkin Time" in *Scissors and Songs*.

9. Let the class read: "Field Stories" from *In City and Country*; "Magic in the Ground" from *Nature Activity Reader*, Book II; Food Stories from *Wide-Awake School*; all the stories in *The Book of Food*; "Grandfather Goodfood's Farm" in *The Land of Happy Days*; "City Streets and Country Roads" in *Poems of To-day*, Book I. Read "Funny Cookies" in *Fun with Dick and Jane*.

CULMINATION

Lunch and Exhibit of Farm Models: A simple lunch from foods grown on the farm may be served to parents or children of another class who are invited in to see the farm exhibit. The lunch may consist of lettuce sandwiches, milk, and oatmeal cookies.

THINGS TO DO

1. Discuss the menu. Divide the pupils into groups so that each child may have some responsibility in connection with the lunch.

2. Let the children write short letters to their friends, inviting them to come and see their farm buildings, murals, etc., and hear their plays and songs.

3. The children may write a letter to the Domestic Science class asking their help in making oatmeal cookies. They may draw patterns for the cookies in the shapes of farm animals.

4. Discuss the etiquette of serving, the arrangement of the table and the duties of the hosts and hostesses. Use flowers from the school garden for decoration.

5. Serve the lunch and carry out the programme. Two or three children should be allowed to conduct the parents about, explaining the building plans and the work accomplished by the class.

CHAPTER II

The Winter Term

THE BY-PRODUCTS OF AN ENTERPRISE

Sometimes the pressure of "teaching" obscures the importance of a child's attitudes. The by-products of an enterprise are varied and quite unpredictable; in the activity period a child gets hold of reality and the effect of this upon his attitudes and habits of thought are often revolutionary. Wee Jerry was a case in point.

Throughout the fall term Wee Jerry was restless and unhappy in Grade I. Nothing interested him. John and Mary, the tiresome Primer people, who actually liked school and boasted about it, might read and write if they wished; it was of no consequence to him. As for singing, that was for girls. He would whistle if the teacher wished, but no singing for him. Jerry did not even wish to draw. He "used to draw," he said, when he was "little." Boredom and melancholy clothed him like a garment.

Then, one December morning in the activity period, he saw Teddy making a rocking-horse of heavy corrugated cardboard to put in the toy shop. Jerry bent over it in delight, clucked to it, made it rock, and was fascinated when Teddy began painting it. After lunch Jerry came panting and struggling into the classroom with a corrugated carton so huge that he could easily have hidden inside it. He had begged it from a store-keeper down town to the vast amusement of the clerks, who had insisted that he could never reach the street with it. But here was the big box in school, safe and sound, and Jerry kneeling beside it on the floor as he eagerly sketched a horse with a piece of charcoal—"a high horse like Teddy's, with black mane

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and tail." The hind legs were the hardest, and he asked the teacher's help: "Wish I could draw like Teddy; 'twould come in handy." He would call the horse Lady, he confided to the teacher; his uncle, out in the country, had such a nice grey horse named Lady. He rode on her back sometimes.

At 1.30 Jerry was feverishly cutting out his horse when the bell rang. At his desk he attacked his reading with a new determination; the good readers were allowed to continue their activities at the work table, and Lady would be waiting for him there. Before he went home that night, the rockers were cut. That week saw a miraculous change in Jerry. His energy was untiring; he painted his horse, glued the rockers in place and made a blanket. In the reading period the chart-story built up by the class was about their toy-making activities; and, before he knew what was happening, Jerry actually found himself in the story:

"Jerry made a big rocking-horse.
The horse is grey.
It has a black mane.
Jerry made nice red rockers.
He calls the horse 'Lady.'"

There was a story for you! He would bring his big sister down from Grade VI at noon to hear him read it. And would the teacher let him copy it to read to Mom at home? Mom came to school to see the horse and found Jerry making a barn for it—a big barn with a one-legged rooster on the top and "Horse Barn" written on the gable end.

Jerry literally galloped to success on his rocking horse. Like Browning he "attacked his Primer, duly drudged," and so entered into the kingdom of story land. School was "fine" now; reading and drawing were "all right," for Wee Jerry had made contact with reality.

Seasonal Activities for Primary Grades

6. THE TOY SHOP

An Enterprise for December

Theme: Going to the store.

Aims: To give the children an increased respect for the skill of the craftsmen who work in shops, factories and homes, making toys; also a realization that they are "other fathers" who work for money and help make life happy for us. To develop in the children, through actual experience in toy-making, a more intelligent appreciation of their own Christmas toys.

GENERAL PLAN

Motivation: Suggestions: 1. Class discussion of a Santa Claus parade the children may have seen.

2. Take the class to visit a local toy shop in December, to see a display of toys in a shop window.

3. Tell the children the story about "The Luck Boy of Toy Valley," in *My Book House*, Book III. It is the story of a boy who became famous as a toy-maker.

4. Let the class read the story of the toy shop in *Day In and Day Out*, or "The Toy Store" in *Jerry and Jane*.

Class Conference: Discuss: How the toy shop may be constructed in school—materials, walls, shelves, windows, etc.; how the toys may be made; materials and how to obtain them: kinds of toys, colours, etc.

PROBLEM I

Construction of a Miniature Toy Shop.

THINGS TO DO

1. Make the walls. Use a very large carton of corrugated cardboard, or two cartons, one beside the other. Reinforce the ends of the walls with upright strips of thin wood; picture moulding or lath will do.

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2. Construct the roof. Use another carton. The corrugated containers in which bicycles are packed may be folded over and fastened to the top of the toy shop walls by gluing, by sewing with cord and a sail needle, or by using long paper-fasteners. Grade II boys might nail narrow strips of wood for rafters, then place the corrugated cardboard over them.

3. Cut windows. Use heavy cardboard for window sashes and cellophane for glass.

4. Put shelves and counters in place. Nail to wooden uprights, or if cardboard shelves are used, secure with paper-fasteners.

5. Paint the shop. If oil paints are to be used, give it a coat of glue sizing first.

6. If curtains are used, decorate with a simple design, using wax crayons. Press with a hot iron.

PROBLEM II

Making the Toys for the Shop.

THINGS TO DO

1. Become familiar with the materials at the work tables: cardboard boxes of all sizes and shapes, twine, paste, glue, paper-fasteners, brushes, crayons, poster paint, scissors, tinted paper, cotton, wooden skewers, corn husks, plasticine, spools, clothespins, corks, cellophane, rolls of newspaper, clay, etc. The teacher observes the pupils' reaction to these materials, encouraging them to make suggestions.

2. Make the toys, some pupils working in groups, others in pairs or alone.

(a) Toys made from boxes: carts, wagons, wheelbarrows, drums, theatre, houses, clocks, castles, Noah's arks, dolls' furniture, dolls' cradles, merry-go-round, bird houses, angular animals, baskets.

(b) Toys made from round cereal or salt cartons: castles, lighthouses, drums, banks.

(c) Toys made from sheets of cardboard: airplanes, lanterns, sailboats, steamboats, weather vanes, rocking horses, bob-sleds.

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(d) Toys made from strong wrapping paper cut double and stuffed: dolls, clowns, animals.

(e) Toys made from corn husks: dolls of all kinds, using cobs and stalks for bodies, husks for coats and dresses. They may be coloured.

(f) Toys made from bread crumbs: (fresh crumbs softened with water and moulded like plasticine) animals and dolls. (See *Art and Craft Education*, May, 1938.)

(g) Toys made from plasticine: animals, birds, puppet dolls with paper strips covering the heads. (An all-paper puppet is difficult for Grade I.)

(h) Toys made from clay: animals, dolls, dishes, etc.

(i) Toys made from spools and clothespins: dolls, policemen, soldiers.

(j) Toys made from pipe-cleaners: animals, clowns, birds. Corks, wooden skewers and spools may be collected by the children and stored for use. They should plan their own toys as far as possible, but helpful suggestions will be found in *Art and Craft Education*, September and March, 1937; January, March and May, 1938.

Loose-leaf picture books may be made by the class, illustrating experiences and stories of interest to the class.

PROBLEM III

Preparation for Opening the Shop.

THINGS TO DO

1. Choose a committee to arrange the toys on the shelves.
2. Make attractive posters advertising the display of toys.
3. Select a group to make a suitable sign for the shop.
4. The class may prepare pasteboard money, and neat price-tags to attach to the toys: Horse, 10c., Doll, 8c., etc.
5. The children choose a shopkeeper who has some skill in the use of number.
6. The class may read "The Toy Duck at School" in *At Play*, "The Toy Fairy's Party" in *Fun in Story*, and "The Toy Store" in *Nick and Dick*; also the story of Santa's toys in *The Good Time Book*, and "Raggy Ann" in *Under the Story Tree with Young Canada*.

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PROBLEM IV

Transaction of Business: In the activity period the children may "buy" toys which are later returned to the shop. They may use the toys to build up various ensembles—circus, toy town, farm, etc. This teaches them by experience to count quickly and to recognize the number symbols.

CULMINATION

Song and Puppet Play to be given at the Christmas Concert.

THINGS TO DO

1. Learn the song, "The Toy-man's Shop," in *Holiday Songs*. The children may wish to alter it to describe their own toy shop:

Oh who will take a walk with me
The toy-man's pretty shop to see?
So many, many funny toys
All made by little girls and boys.

Chorus:

The toy-man's shop, oh ho, oh ho,
That's where the children love to go.

And when each little girl and boy
Has chosen out a pretty toy,
We'll take the toys and hurry away
And with them have a happy play.

2. Make a miniature stage for the puppet play. Use a strong box of corrugated cardboard and remove one of the sides. Cut a proscenium arch from beaver-board or cardboard and glue it to the box. Fasten a wire or rod inside the arch for curtains. Arrange curtains on rod. Construct cardboard scenery coloured with poster paint. Construct simple cardboard properties—bed, chimney, fireplace, etc.

3. Make simple costumes for the puppets.

4. Practise the play. Two short and suitable plays for Grades I and II are "Father Christmas, A Play for a Toy Theatre,"

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and "The Fairy and the Doll," by Rose Fyleman in *Eight Little Plays for Children*.

5. Prepare and issue invitations to the guests. These may be booklets in the shape of toys cut double.

OUTCOMES

Abilities: Originality and initiative stimulated; co-operation with others; judgment in the selection of suitable materials.

Skills: Number facts learned through repeated experience in "transacting business"; number symbols recognized and used on price-tags; familiarity with "money"; familiarity with the terms of measurement in making the toys—size, form and quantity. Art—making posters, invitations, toys, stage scenery. Oral language—conversation and discussion, puppet dialogue.

7. SNOW FAIRIES

Approach: Take the class on a short nature trip when snow is falling. The white magic of the first snowstorm is always a delight to children in Primary Grades. They are fascinated by the beautiful shapes of the snow crystals and the miraculous fashion in which they transform the familiar landscape into fairyland. They are enchanted by the funny marshmallow hats worn by fence posts, the sugar-loaf roofs of houses, the ghostly appearance of snow-laden shrubbery and the realization that they themselves are swiftly changing into "snow-men."

PROBLEM I

What is a snowflake?

THINGS TO DO

1. Examine some snowflakes under a hand lens. Notice the exquisite beauty of these six-sided crystals.

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2. The children may read "Snow":

Snow-stars are wonderful and pure
And very hard to make, I'm sure,
But care like that I'd never spend
If I had charge of snow to send.
I'd make it sugary and sweet
With flavour children like to eat.
It would be easier, I know,
For me to make ice-cream than snow.

—From *Fresh Posies*.

3. Discuss what a snowflake is. Notice what happens when snow is brought into the warm classroom. Discuss the problem of how these water drops got into the air. Recall certain phenomena familiar to children: wet sidewalks after a rain soon became dry again; morning dew soon disappears. Where does it go?

4. Watch the steam from a boiling kettle. What is steam? Notice what happens when a piece of cold glass is held above the steam. If the day is cold, notice what is forming on the window panes.

5. Place a bowl of water on the table. Discuss the astonishing fact that the water soon disappears. Discuss the formation of clouds, snow and frost pictures on the windows. Help the class to understand that snow is not frozen rain but frozen cloud—that these clouds, two or three miles up in the air, where it is very cold, are frozen before the tiny vapour drops can get together. In freezing, the tiny drops of water always try to make patterns with six corners.

6. Learn the story of a snowflake:

You won't believe it,	On a cloud I floated
I almost know,	Till cold I grew,
But I was a raindrop	Then I turned to a snowflake
Before I was snow.	And flew down to you.
I fell by the roadside	And this is my message,
And there I lay,	So sweet and sure:
Till the sun drew me up	"Be pure like the snowflake,
Through the air one day.	Be pure, be pure."

—From *Little Tales of Common Things*.

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7. Learn the verses beginning "When I awoke this morning," in the *Ontario Primer*.

8. Tell the class the story of a snowflake's life in *Little Tales of Common Things*.

9. Let the children make "snowflakes" in the classroom; distribute hexagonal pieces of newsprint or typing paper. Let them fold the hexagon double, then fold twice again. Draw the patterns on the folded triangle and cut. Mount the snowflake forms on long strips of coloured paper to form a border, or paste them to the window pane with hexagons of coloured tissue paper behind them.

10. Let the children make simple snow landscapes on wall-paper sheets, using chalk or soft crayons.

11. Grade I pupils may read the delightful little snow stories in *Sunshine and Rain*. The children may also read "A Winter Garden"—a story about beautiful snowflakes in *Nature Activity Readers*, Book II; stories of clouds in *Science Stories*, Book II; and "Water in the Air" in *Science Stories*, Book I.

12. Learn to sing: "The Magic Snow" in *Songs of the Child World*, No. 3; "Snowflakes" in *Songs of Happiness*; and "Snowflakes" in *Songs of the Child World*, No. 1.

PROBLEM II

Of what use is snow? It is a soft, warm blanket for the roots of plants and shrubs. It protects the farmer's wheat and clover fields. When it melts in spring it helps the crops to start growing. It helps keep our houses warm, too.

THINGS TO DO

1. Go on an excursion to the fields. Notice that the ground is frozen hard where it is bare. Brush away the deep snow and see how green the grass or young grain is below. Compare the snow blanket with the fleecy blankets on the children's beds.

2. Tell the story of Mother Nature and the snow blanket in *Tell-Me-Why Stories About Animals*. Dramatize this story, using cotton wool for snowflakes.

3. Make an imaginative mural showing Mother Nature spreading the snow blanket over the "garden children."

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4. Read "When the Clock Says Snow" and "The Snow" in *Story Land*. The former may be dramatized.

5. Learn to sing:

Softly, softly falls the snow,
Many flakes together,
Dancing, dancing as they go,
O such jolly weather!
Underneath the snow so white
Little flowers are sleeping,
Safe through all the winter's night
God His watch is keeping.¹

—From *The Children's Book of Songs and Rhymes*.

Learn the dance of the snowflakes which accompanies this song.

PROBLEM III

How does the snow affect animals and birds? It covers up the food of many animals and birds. It covers the homes of winter sleepers and keeps them snug and warm. It keeps records of animals' tracks.

THINGS TO DO

1. Visit the winter homes of local animals. Discuss the food of these animals and their difficulty in obtaining it.

2. Arrange a lunch counter for the birds in the school yard. Find out what foods they like. Keep their cafeterias free of snow.

3. Take a walk to the woods on a snowy day. Look for animals' tracks in the snow. Find out what animals made the tracks and where they were going. Make sketches of the tracks.

4. Read "The Birds' Lunch Counter" in *Nature Activity Readers*, Book II; also "Tracks in the Snow" and other snow

¹From *The Children's Book of Songs and Rhymes*, by Jones and Barbour. Copyright by the Arthur P. Schmidt Co., Boston. Used by permission.

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stories in *Through the Year*; "A Story in the Snow" in *Winter Comes and Goes*; and "A Snow Picnic" in the *Elson-Gray Basic Primer*.

PROBLEM IV

What fun does the snow provide for us?

THINGS TO DO

1. Discuss happy experiences the children have had in the snow—coasting, skiing, tobogganing; also building forts, snowmen, igloos and tunnels, etc. Discuss the location of safe places for sleigh-riding. Discuss the fun of skiing and the location of hills suitable for this sport.

2. Make murals showing children in snow suits making snowmen, coasting and skiing.

3. Make a sand table representation of snow sports, using painted clay figures and cotton wool.

4. The children will enjoy reading "Good Coasting To-day" in *Round About*; "The Snow Man's House" in *At Play*; "The Snow" and "Snow Children" in *Round the Year*; "Snow in the City" in *Fun with Nick and Dick*; "The Snowman" and "Fun on the Hill" in *The Canadian Treasury Readers*, Book I; "The White Blanket" and "The Snowman's Story" in *Nature's Pageant*.

5. Learn to sing "The Snowman" and "Coasting" in *Songs of the Child World*, No. II; "The Snowman" in *Songs of Happiness*; "The Bold Snowman" in *Songs of a Little Child's Day*, No. 2; and "When Fields are White" in *140 Folk Songs*.

6. Let the children read and illustrate the chapter, "Snow! Snow!" in *I Know a Secret*.

CULMINATION

Present a snow fairies' programme: Use the dramatizations, songs, dances and memory verses learned in connection with this enterprise. Decorate the room with paper snowflakes.

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8. WHAT TIME IS IT?

Theme: Going to the clock store; interesting features of the store. From earliest days men have felt the need of being able to measure time. To-day, more than ever, it is important for us to know the correct time.

Approach: One or more children in the class may have received a watch for Christmas; the others will be eager to learn how to tell time.

In school and at home the child is frequently reminded, "It is time to do this or that." Let the children pretend there are no clocks or watches at home. Discuss what would happen. Question them about when they have their breakfast, when they leave for school, when father goes to his work, when they go to church, to the show, to the post office, etc., helping them to realize the importance of knowing the correct time.

Preparation: Four Problems:

1. What were the early methods of telling time by the sun?
2. How can we tell time without the sun?
3. How were clocks invented?
4. Why are punctual habits necessary? What is the best time for doing things?

CULMINATION

The construction of a clock shop in the classroom.

PROBLEM I

What were the early methods of telling time by the sun?

THINGS TO DO

1. Discuss what would happen if there were no clocks in your town. The children may suggest that we could rise when the sun comes up, eat dinner when it is directly overhead, and go to bed with the sun.

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2. The class may read "The Clock":

I know a splendid gold-faced clock
That never loses time;
It hasn't got a tick-a-tock,
It hasn't got a chime;
It's not for corner or for wall,
Or for the mantel-shelf,
It's not that kind of clock at all—
It's just the sun himself!

—Elizabeth Fleming in
A Book for a Nook.

3. Discuss the disadvantages of measuring time by the sun. Observe the lengthening of the days. Notice when the sun is first seen in the morning and last seen at night.

4. Read Stevenson's "Bed in Summer," in *A Child's Garden of Verses*.

5. The Shadow Stick. Explain that in early times before there were any clocks, people did use the sun to measure time. Let the children place a sheet of white paper on the sill of a window facing south. Stick a pencil upright on it, using wax. Watch the length of shadows at different times of the day and draw pencil lines along their edges, marking on them the time. The children may all make shadow sticks by each setting a peg about three inches high in a sheet of thick corrugated cardboard. They may read directions for making a board shadow stick to use out-of-doors in *Science Stories*, Book II.

6. The Sun-dial. Take the class on an excursion to a public park where they may see a sun-dial. Let them discuss this method of telling time. They may visit the dial again on a dark day, noticing its disadvantages.

PROBLEM II

What ways are there of telling time without the sun?

THINGS TO DO

1. Discuss the problem of telling time on dark days and let the children suggest solutions. Allow them to get information at home about telling time in pioneer days, before clocks were

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common. Some child may mention the kitchen egg-timer and bring it to school.

2. The teacher may explain the working of a sand-glass, using the egg-timer or a diagram.

3. The Candle Clock. Let the children mark off candles in sections of the same length. If old-fashioned candle-moulds are available the children will enjoy actually making candles, marking off sections and burning them to measure time.

4. Knotted rope. Let the pupils tie knots at equal distances along a rope. Hang the rope in a safe place and light one end, allowing it to smoulder. Explain that in early times the rope was prepared so that it burned from one knot to the next in one hour.

PROBLEM III

The Invention of Clocks.

THINGS TO DO

1. Discuss—the pendulum which swings backward and forward in the same length of time, the movement of the hands, why we wind the clock, etc.

2. Explain that only large tower clocks were used at first when clocks were very costly and rare. The earliest ones had only one hand.

3. Take the class on an excursion to see a town clock in a tower. Discuss its value to us if we had no watches or clocks in our homes. The children may construct a church or other public building, using boxes, and make a clock for the tower.

4. Observe the classroom clock. Let each child cut a clock-face for his own desk, following these directions. Cut a large card-board circle, then a paper circle of the same size. Fold the paper circle in halves, quarters and eighths. Mark on it the opposite figures 3, 9, 6, and 12. Arrange the other figures between these spaces. Paste the paper circle to the cardboard. Make card-board hands. Notice that the hands of the classroom clock are not the same length. Learn the names and uses of these hands. Notice which is placed under the other. Fasten the hands to the clock-face with paper-fasteners.

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5. Learn the song, "The Clock":

See the neat little clock; in the corner it stands,
And points out the time with its two pretty hands.
The one shows the minute, the other the hour,
As you may often see in the church's high tower;
The pendulum swings inside the long case,
And sends the two hands round the neat, pretty face;
And lest they should move on too slow or too quick,
It swings to and fro with a tick, tick-a-tick.

But the wheels would not move, nor the pendulum swing,
Nor hammer's tap-tap make the hour-bell ring,
Only two little weights pull the wheels round and round,
And while they're in motion they still make a sound.
So must I, like the clock, have my face clean and bright,
And my hands when they're moving should always be right;
My tongue must be guided to say what is true,
Wherever I go or whatever I do.

—*Songs for Young Canadians*, Book I.

6. Notice the hands of the classroom clock when various activities are begun. Let the children set their clock-faces at the same time. A large cardboard clock at the front of the room is helpful.

7. The children may make posters, each with a clock-face showing a certain time and having an illustration of a child engaged in a familiar activity at that time. They may show children rising in the morning, eating breakfast, running to school, etc. Stick figures may be used.

8. Give daily practice in telling time to the nearest half-hour.

9. One pupil may read to the class "The Little Girl Who Couldn't Tell Time," in *Like To Do Stories*.

PROBLEM IV

Why are Punctual Habits Necessary? What is the Best Time for Doing Things?

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THINGS TO DO

1. Discuss with the class the importance of "early to bed and early to rise," of eating at regular times, of always being punctual at school, etc.

2. Learn the song, "Bed Time," in *Holiday Songs*; and "My Clock" in *Songs of the Child World*, No. 3.

3. Have the children read the story, "Good night," in *From Morning Till Night*.

CULMINATION

Making a Clock Shop in the Classroom.

THINGS TO DO

1. Encourage the pupils to visit clock shops, observing various types of clocks. Discuss their uses and draw diagrams.

2. The class may read "The Watchmaker's Shop" in *The Creepie Stool*.

3. Let the pupils make a class scrap-book of clocks. A sentence about each picture may be written below.

4. Read the children "The Grandmother Clock" in *The Creepie Stool*.

5. The rhythm band may be used to accompany the record, "Grandfather's Clock."

6. Discuss plans for making a clock shop.

7. Build the shop. Divide the class into groups with a leader for each. Some children build the shop while others make the clocks. The shop may be made from orange crates or large corrugated cartons. A grandfather clock may be made from orange crates. Cover the front of the lower crate with cellophane. By attaching a piece of yarn to the wooden pendulum the clock may be made to tick realistically as it hits the sides of the box. Cardboard cartons in which tall bridge-lamps are packed make excellent grandfather clocks. Cuckoo clocks may be made from boxes with cardboard designs glued fast to represent carving. Cut a small door at the top of the clock and fit in a small box

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with a toy celluloid bird to represent the cuckoo. Use a small rubber ball hanging from the bottom of the box to make cuckoo notes when squeezed. Large pine cones may be used to represent weights. Paint the clock brown. Cut the pendulum from heavy cardboard and fasten to the cardboard hands with paper-fasteners. Kitchen clocks are easily made from pasteboard picnic plates. Various designs and colour schemes may be used. Pieces of yarn represent electric wires. Attractive desk, mantel, alarm and bedroom clocks may be made from oddly-shaped boxes. Gold, silver and coloured paints make the clocks very attractive. Alarm clocks hidden about make the toys seem real with their busy ticking.

8. Let the children take turns in acting as owner of the shop. A clerk may be chosen to assist the owner. Two children may be appointed to keep the store tidy, another to wind the alarm clocks.

CHAPTER III

The Spring Term

SHORT ACTIVITIES

It's wake-up time! The magic of sun, wind and shower is waking the flowers, the frogs, the sleepy animals and the little streams that drowsed for months under icy blankets. Nothing is more contagious than enthusiasm in Grade I. All the moods of nature are reflected in the classroom at this season, for children are keenly sensitive to the miracles of wonder-working spring. Many short activities will suggest themselves to the teacher as the season advances.

Excursions: If the woods are still too damp for an excursion, short recess trips to nearby fields may suffice. The children notice that melting snow is making little streams; that April rains swell these streams and increase the power of the current; that the stream is digging a bed for itself and carrying sticks, mud and gravel; that it wanders crookedly in crossing level places and that mud is dropped when the current is slowed up. A stream always fascinates children; they love to clear away obstacles from its path and to sail little "boats" in its current. During the trip, the children may notice various kinds of clouds; they discuss the value of April showers, the phenomenon of the rainbow, the problem of the quick disappearance of water after a rain and the formation of clouds. The pupils' observations will provide a core of interest for the language lessons of the month.

A Hat Shop: At this time many children will visit millinery shops with their mothers. Every little girl loves hats, and it is great fun to make hats in Primary Grades, using pasteboard plates, crepe paper, adhesive stripping

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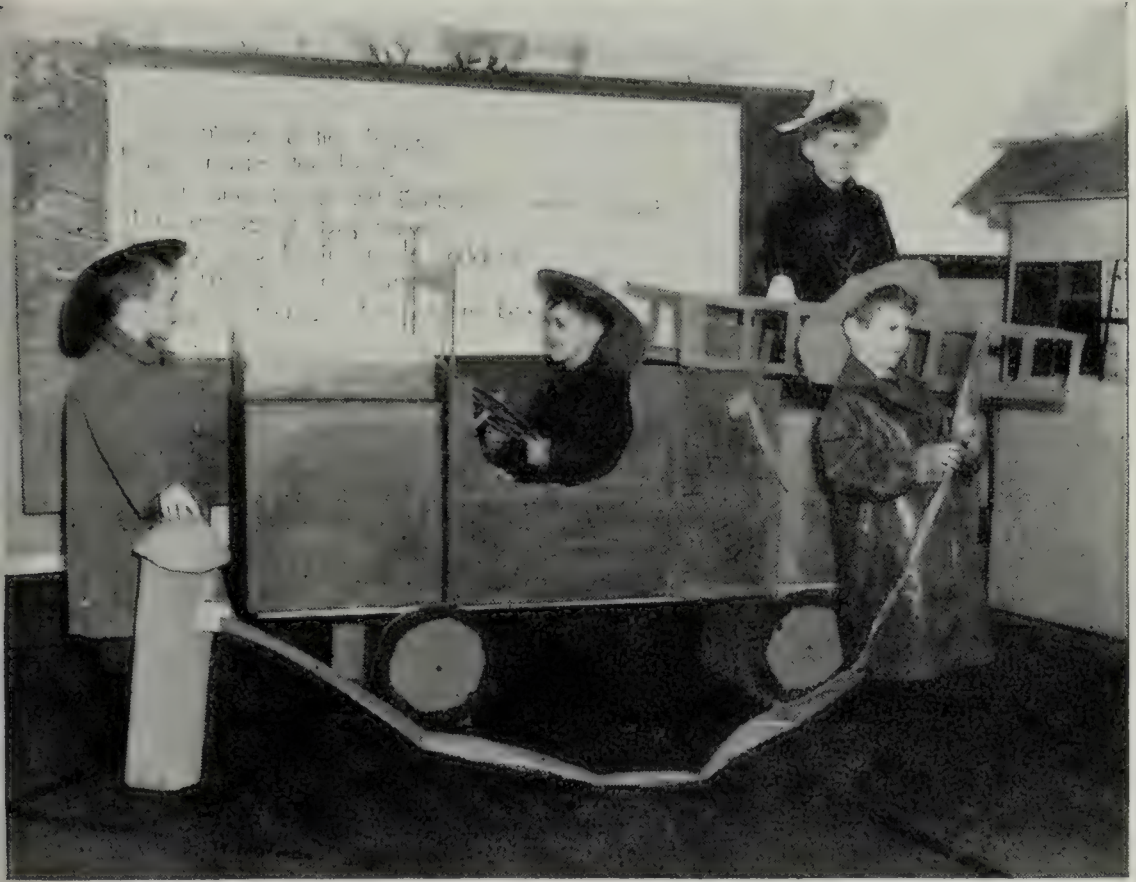
and other materials. Flowers can be made from cellophane, crepe paper and scraps cut from felt or bits of leather. Lace may be cut from paper doilies and coloured. Crowns of hats may be made from round cardboard cartons which contained cereals or salt, or from the paper "pail" containers in which ice-cream and honey are sold. It is a happy achievement to make a turban from a strip of corrugated cardboard (with the corrugations outside) and decorate it with flowers and a veil of fruit-basket netting; or to make a little hat from a picnic plate with a jaunty cardboard quill which has been coloured and shellacked. Ornamental buttons may be moulded from clay and painted. Price tags are attached to the hats on display. Children love to try on the hats and "buy" them, using cardboard money. At the end of the period they are restored to their places to be resold next day. Oddly enough, boys are often as enthusiastic about hat-making as girls. The shop may be constructed from large radio cartons with a window for displaying the most attractive "creations."

These little activities involve much practice in number, experiments in colour harmony, various kinds of hand work, the dramatization of buying and selling situations and a great deal of enjoyment. The pupils make signs for the shop, posters advertising sales, etc., and hold animated telephone conversations with prospective customers. Do we grudge the time for such activities? Any vital interest such as this has great significance; it is a useful peg upon which to hang valuable learning experiences. The most strenuous formal "teaching" is often fruitless, but learning is indelible when a child is reacting happily to real situations. Moreover, the ferry-boat type of education for promotion is no longer our aim, but something far broader and richer.

The enterprises in the group which follows emphasize natural science topics, but the modern teacher no longer thinks of activities in terms of "subjects"; in reality no rigid boundaries exist, and the child passes from Natural

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Science to Art, from Art to Social Studies, and from Social Studies to dramatization without realizing that he has been jumping traditional hurdles.



9. TAMING THE GIANT

Theme: The fireman—a helper who takes care of us; safety rules for fire prevention; what to do when clothing takes fire; how the fire giant supplies the needs of life.

Purpose: To acquaint the child in a vital manner with the life of his town or village and the provisions made for his safety; to help the child, through participation in various activities, to realize his own responsibility to others in this regard.

Seasonal Activities for Primary Grades

Motivation: Conversation about a fire in town or village. Watch firemen going to a fire. The children read the verses:

The fire bell jangles,
The firemen dash
For helmets and shiny
Black coats in a flash.

They jump to their places,
Down poles they slide;
With a "Woo-oo" and "Ding-dong"
They are off for a ride.

The Fire Hall is open
And every man in it,
All ready for work,
Is away in a minute.

—H. M. H.

PROBLEM I

The Fireman, a helper who takes care of us; how and where he lives; how he fights a fire.

THINGS TO DO

1. Prepare the class for a visit to a fire station. Let them visualize the trip and its objectives. Build up anticipation and encourage questions which are to be answered by actual observation during the trip.

2. Visit the fire station; notice the trucks and their equipment, how the alarm comes in, how a fireman is dressed, the speedy preparation of the firemen when the alarm is heard, etc. Discuss observations.

3. On the return trip, notice fire-alarm boxes along the street. Pupils in Grade II may be shown how to turn in a fire alarm.

4. Read "Fire Alarm Boxes" and study the pictures in *Susan's Neighbours*.

5. In Grade II make a map of the streets in the zone of the children's homes, marking the fire alarm boxes with red circles.

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6. Write a co-operative letter (teacher and pupils) thanking the fire-chief for his kindness during the visit of the class to the fire station.

7. Invite a fireman to talk to the class.

8. Discuss the methods of firemen in fighting fires, using the terms *hydrant, hose, nozzle, hatchet, engine, gong, siren, pumper, hook, ladder*, etc. Tell stories of brave firemen who have rescued people and pet animals from the flames. Illustrate some of these stories with coloured crayons or chalk.

9. Discuss the right behaviour of people on the street when the fire-gong is heard; car drivers and bicycle riders pull to one side of the street and make way for the fire trucks; people keep away from hydrants.

10. If the town or village has a voluntary fire department, discuss the way in which the firemen assemble to fight a fire.

11. The children will enjoy making a fire-truck and ladders from boxes or crates, hydrants from round corrugated boxes, and fire alarm boxes from square cartons. Let the children make firemen's helmets from cardboard and coats from heavy paper. They may wish to instal a fire-alarm system. A bell in a fire station built from a very large cardboard carton may be connected by cord or wire with a fire-alarm box in another part of the room so that a real alarm may be sent in.

12. Write co-operative chart stories about these class activities.

13. Organize a class fire department and dramatize situations calling for quick action on the part of the "firemen." Labels and numbers for the fire station, alarm boxes, firemen's helmets, trucks, etc., may be made by the children.

14. Read *The Fireman*, a little book for Grade II; "Who Turned in the Alarm?", "How the Fireman Found the Box" and "A Visit to the Fire-Engine House" in *Visits Here and There*; "The Fire Engine" and "The Fireman" in *In City and Country*; "A Day at the Fire Station" in *Susan's Neighbours*; "How to put out a Fire" in *Science Stories*, Book II.

PROBLEM II

How to prevent fires.

Seasonal Activities for Primary Grades

THINGS TO DO

1. Discuss causes of fires in the town and the great losses which have resulted.

2. Encourage suggestions from the class about avoiding danger of fire. Discuss: danger with bonfires and campfires; danger of handling matches and firecrackers carelessly; danger with electric irons and toasters; danger with gasoline; danger in disposing of hot ashes; danger with greasy rags; danger with lamps and candles; danger with stoves. Dramatize episodes involving these precautions. Make posters, illustrations, slogans, like "Put out the Campfire," etc.

3. Let the children tell of dangerous experiences in their own homes. Tell the class the story of "A Fire-cracker that cost \$1,000." (Every year we read newspaper accounts of fire-crackers which started great fires.)

4. Let the class read "I Smell Smoke" in *Visits Here and There*.

PROBLEM III

What children can do in case of fire; what to do when clothing takes fire; what to do when a fire alarm is heard; fire drills at school.

THINGS TO DO

1. Discuss what should be done when one's clothing or the clothing of another child takes fire. Dramatize this situation, using rugs or blankets.

2. Discuss the purpose of fire drill at school and the importance of marching in orderly fashion rather than running. Appoint leaders to help supervise the drill until order becomes automatic. Practise fire drill until it is carried out effectively.

3. Discuss what to do in case of discovering a fire. Small children should call an adult or an older child. Dramatize this situation.

4. Read "What to do when you see a Fire" in *Susan's Neighbours*.

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5. Discuss what to do on the street when a fire siren is heard: stay on the sidewalk, keep away from hydrants, do *not* go to the fire, etc.

6. Read "A Fire Drill at School" in *Susan's Neighbours* and "A Young Fireman" in the *Elson-Gray Basic Readers*, Book II.

PROBLEM IV

The Giant Tamed: Fire is a helpful giant who performs amazing feats of power in our home world of wonders. How the fire giant supplies the needs of life—fire as a source of heat and light; fuels—wood, coal, oil, gas, electricity. Stories of making fire in early days: Indians making fire with a whirling stick; the use of flint and steel; tallow candles and coal oil to make lights; the use of torches and lanterns.

THINGS TO DO

1. Discuss the way in which fire helps us, giving us heat and light, and cooking our food. Could we live without the fire giant?

2. Discuss various ways of making fire in the home for heating and cooking purposes. Name some kinds of food which must be cooked before being eaten.

3. Tell stories of making fire for heat and light in early days. Draw an Indian making a fire with two sticks. Let the children make candles in old-fashioned candle moulds.

4. The children may read the interesting little stories in *The Book of Heat and Light*, which tells the history of man's experiences in making fire from earliest times until now. Children in Grade I can read these well-illustrated stories and enjoy dramatizing them.

5. Let the class discuss the question of whether the fire giant is our friend or our enemy. List on the blackboard the various ways in which this giant makes bad magic, then his daily habit of making good magic on our behalf.

6. Let the children read "The Fire Helper" and "How to make a Fire" in *Science Stories*, Book II.

Seasonal Activities for Primary Grades

CULMINATION

Dramatize situations involving fires and fire precautions. Use the apparatus made by the class. Allow the classroom fire department to invite the children of another grade in to see these demonstrations. Make a miniature exhibit on the sand table of a street with houses, hydrants, alarm boxes, fire station, fire trucks, etc., using clay, plasticine, cardboard, small blocks. Let one or two children describe the uses of these to the visiting class.

OUTCOMES

Attitudes and Appreciations: All the children are happy in these activities because there is opportunity for success at different levels of achievement. Quickened interest in environment; realization of the great power of the untamed giant, fire. Appreciation of the measures provided by the community for people's safety and a sense of personal responsibility for the safety of others. Appreciation of present-day facilities for heat and light.

Skills: Oral language through dramatization, conversation and composition of co-operative letters; enrichment of vocabulary—names of tools for fire-fighting.

Knowledge: of right behaviour in emergencies; of facilities for fire fighting.

Abilities: to co-operate; to show resourcefulness; to observe accurately.

10. WHO HAS SEEN THE WIND?

Themes: How the wind helps people and how it does harm. The relation between the wind and the weather. The boisterous March wind as a herald of spring.

Approach: With the coming of March there is a hint of change. We recognize it in settling snow-drifts, swelling

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buds and rushing streamlets, but most of all in the wild winds which give to March a lion's reputation.

Suggestions for Motivation: 1. Write this riddle on the blackboard on a windy morning for the children to guess:

Play hide-and-seek; you can't spy me;
You hear me shout, "Coo-ee, coo-ee";
Sometimes I call you, loud and clear,
Sometimes I whisper in your ear.
I brush your cheek, I pull your hair,
I'm here, I'm there, I'm everywhere.
I play with clouds, I toss the trees.
Now, will you tell me my name, please?

—H. M. H.

2. Pupils and teachers may go on an excursion to the fields on a windy day. Watch the clouds, trees, waves on the water, etc.

3. The pupils may read and discuss "Wind on the Hill," by A. A. Milne, which can be found in the volume, *Now We Are Six*.

Class Conference: Discussion about the wind. Some children will insist that they have seen it and may wish to draw it. Discuss where it is going, what it is, how we recognize it. The problems and suggestions for constructive work will be developed from this discussion.

PROBLEM I

The wind is air moving: We cannot see it but we see what it does. We know it is here because it bends trees, jerks our umbrellas, and moves wind-vanes. We feel it on our faces.

THINGS TO DO

1. The pupils may make and colour "pin-wheels." Notice that they turn slightly even when we feel no wind. They may also make fans and produce little winds in the schoolroom.

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2. Draw a wind-vane. Then make wind-vanes of thin wood. Mount them on posts and watch the direction of the wind. Learn the points of the compass.

3. Learn to sing "The Weather-vane," in *Songs of a Little Child's Day*, and "The Wind," in *Songs of the Child World*, I.

4. Pupils read "The Secret," a story of a wind-vane in *Science Stories*, Book II.

5. Memorize:

Who has seen the wind?
Neither you nor I,
But when the trees bow down their heads
The wind is passing by.

—Christina Rossetti.

6. The class may keep a blackboard calendar marking each windy day with a picture showing children's dresses, kites, sailboats, etc., being blown by the wind.

PROBLEM II

The wind plays many tricks and sometimes does us harm: When it is very strong, it blows down houses, pulls up trees by the roots, makes great waves on the water. It shakes the fruit off the orchard trees and steals our hats and umbrellas.

THINGS TO DO

1. Memorize the verse:

"The wind is pushing against the trees,
It takes off your hat without asking you please,"

—Ontario Primer.

2. Learn the song, "The Merry Wind," in *Songs of a Little Child's Day*.

3. Make a mural showing how the wind has teased you—playing with hats, umbrellas, scarves, kites, etc.

4. Read: "The Wind and the Umbrella," in *Science Stories* Book I; "An Outdoor Party" in *Science Stories*, Book II; "The Wind," by R. L. Stevenson, in *A Child's Garden of Verses*.

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5. Discuss the way in which winds change the weather. Watch the wind-vane from day to day as the weather changes. Discuss the verse:

'Tis when the wind is rushing by
To chase the clouds across the sky
The waves put on their nice white caps
To keep from catching cold, perhaps.

—*Primary Poetry*, Book I.

PROBLEM III

The wind does much useful work for us: It brings us fresh air, makes windmills work for us, brings us rain-clouds, makes sailing ships move on the water, dries roads and streets for us, etc.

THINGS TO DO

1. Discuss the usefulness of the wind. Then tell the class the story of "The Wind's Work" in *Mother Stories*.

2. Learn the song:

"Winds of March, we welcome you,
There is work for you to do.
Work and play and blow all day,
Blow the winter cold away," etc.

—*Songs and Silhouettes*.

3. Discuss the wind as Mother Nature's vacuum cleaner when she begins spring house-cleaning in her outdoor home.

4. Go on a class excursion to the fields to watch a windmill at work pumping water. Make round windmills for the sand table.

5. Tell the class stories about the wind's work in Holland. Let them make a Dutch windmill of corrugated cardboard large enough for a child to go inside. If it is an octagonal mill, the eight tapering pieces for base and body may be cut and glued together with strips of wrapping paper. The arms should be reinforced with strips of thin wood.

Seasonal Activities for Primary Grades

6. Learn to sing: "The Windmill," in *Songs of the Child World*, No. 1; "Old Mother Wind" in *Songs of Happiness*; the singing games, "The Windmill" in *200 Games That Teach*, and "Hanging the Clothes to Dry" in *Songs of the Child World*, No. 3.

7. Make toy sailboats and sail them on a windy day.

8. Make a wind frieze showing ships on the sea, windmills, dashing rain, tossing tree-tops, etc., each child illustrating the feature which interests him most. The children may work in groups on long sheets of wall-paper, or individual pieces may be assembled to form a frieze. Use cut-outs, poster paint or chalk.

9. Discuss the importance of fresh air and deep breathing to our health, and how the wind provides us with fresh air.

10. Read the poem, "The Busy Wind" in *Songs of a Little Child's Day*.

CULMINATION

A kite-flying contest.

THINGS TO DO

1. The children read the story, "The Kite" in *At Home and Away*.

2. Assemble materials for making the kites—heavy paper, glue, strips of wood, crayons, strong cord, etc.

3. Make and decorate kites of varying shapes and sizes.

4. Fly the kites on a windy day. The children's parents may be invited to see the contest.

11. MAKING MAPLE SUGAR

Theme: Exploring a nearby rural community when sugar-making is in progress; watching the people at work in sugar-bush and sap-house; going to visit at grandfather's farm in the country in sugar-making time.

Approach: Suggestions: In some rural sections the dominant interest during March and early April is the making of maple syrup and maple sugar. It is an exciting experience for the country child. Some child who has

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returned from a week-end visit on a farm with a sugar-bush may be eager to tell of his happy experiences. Questions asked by his classmates will furnish the basis for the problems and activities of this enterprise. A child may bring some maple sugar to school. Those who sample this delectable treat will be interested in knowing how it is made. Town children frequently become interested in trees their friends have tapped along the street. A boy whose father has tapped a tree for him will be eager to know how the sap from a hundred such trees is handled.

PROBLEM I

Tapping the trees. How and when are the trees tapped? Who first discovered the sweet sap of the maple?

THINGS TO DO

1. Take the class to a sugar bush to watch tapping operations.

2. If no sugar bush is near, visit trees which children have tapped along the street, or the boys may help the school janitor to tap a sugar maple on the school grounds, using auger and bit, inserting spile, etc. Boys in Grade II may whittle little wooden spiles.

3. Watch the sap running; notice when it runs best—the time of day and the kind of day; ideal sap weather means warm days and freezing nights. Notice, on a good sap day, that warm winds are “honey-combing” the snow and forming little stream-lets in the sap-bush. Taste the sap for sweetness. Which runs better, a tree tapped on the south side or one tapped on the north side? Why? Discuss these problems in the sap-bush, where the trees themselves may answer the questions.

4. Distinguish maple trees from others by their bark. Model the bark of maple, oak, elm, beech in plasticine or clay.

5. Discuss the farmer's dread of rainy and snowy days and the effect of rainwater on the syrup. Why are covered buckets best?

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6. Look for "wild" visitors to the bush who enjoy drinking maple sap. Perhaps sapsuckers and squirrels may be observed. Discuss the effect of the sapsucker's work on the trees. Distinguish between sapsuckers and their helpful cousins, the downy and hairy woodpeckers. This discussion and observation may start an associated interest in bird study which should be continued through the spring and summer months. A bird calendar may be introduced by colouring and mounting pictures of these three woodpeckers.

7. The children may read "Tapping Time":

The sweetest story you ever heard
Is about a squirrel, a boy and a bird.
The boy bored a hole with auger and bit,
Then put in a spile he'd made to fit.

"And now," said Jim, "how the sap will run!
Oh, sugar making is such good fun!
But who is that, going tap-tap-tap?
I declare it's a bird with a wee red cap.

Say, woodpecker, why do you tap my tree?"
Laughed Woodpecker Sam, "Just wait and see!"
He threw back his head and began to drill;
He made little wells with his sturdy bill.

And when each well was full to the brink,
He put down his head to drink, drink, drink.
Said he, "When you're tapping your trees just now,
Please don't forget that *I* showed you how."

In the top of the tree see that squirrel rock;
He jerks his tail and winds up his clock;
Then he sips up the sap from a broken limb,
"So you're tapping to-day," he says to Jim.

"It's sweet when the south wind thaws the snow;
I knew that secret long ago.
And when you are tapping your trees to-day,
Please don't forget that *we* showed you the way."

—H. M. H.

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8. Tell the class the story of how the Indians discovered the secret of making maple sugar from sap. Let the pupils dramatize the story.

9. Sing a motion song to the tune of "Here we go gathering nuts in May":

"This is the way we tap the trees,
Tap the trees, tap the trees,
This is the way we tap the trees
On a warm and sunny morning."

Other verses may be improvised, "This is the way we cut the wood, gather sap," etc.

PROBLEM II

Boiling the Sap: How does sap turn into syrup? What happens to the great quantities of sap poured into the "evaporator"?

THINGS TO DO

1. If possible, the children should watch sap being boiled down, syruped off, and strained in the sap-house. Notice the amount of wood used in the sap-house furnace. Notice the great clouds of steam. Where does it come from? Boys in Grade II will be much interested in this phenomenon of water vapour, and are not satisfied until they understand where it comes from and why.

2. Boil some sap from the school tree on a stove in the classroom. Taste it after boiling for some time. Discuss the reason for its becoming sweeter after boiling.

3. Make a model of a sap-house in the school room, using large cartons or orange crates. Make the chimney, large pans, storage tubs, etc., from corrugated cardboard. Make the farmer's sleigh. Collect wood. Children like to make the horse, also, using boxes and giving it mane and tail of rope. A blanket will cover difficult junctures in the construction. Dramatize the sap gathering, using the models made.

4. Make a sugar bush on the sand table. The children may wish to build up a whole farm around the original sugar-bush

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model on a large sand table or on the floor of the classroom. This subsidiary activity may develop into a farm enterprise during May, which is a good month for launching a farm unit.

5. Make a mural showing the farmer and his children gathering sap in the sugar bush. Make a frieze of coloured paper cut-outs showing the story of sugar-making from tapping to "sugaring-off."

6. Let certain children act a pantomime of the various operations in sugar-making, the rest of the class guessing the significance of each.

PROBLEM III

How is maple sugar made from syrup?

THINGS TO DO

1. Conversation. The children describe experiences they have had in sugaring-off. Discuss the danger of letting the hot syrup boil over and how to avoid it; the need for vigorous stirring to avoid having coarse-grained sugar; the making of maple taffy on snow or ice, etc.

2. The teacher and pupils may write co-operative paragraphs and chart stories about their experiences in the sugar-bush and other school activities in connection with the enterprise, illustrating them with cut-outs.

3. The children may share stories they have heard from their grandparents about maple sugar making in early days. The teacher may tell them "*The Story Grandfather Told.*"

CULMINATION

A sugar party at school.

THINGS TO DO

1. Write invitations to the parents, if visitors are desired.

2. Get the syrup. A half-gallon will make enough for each child in an average-sized class to have a bit of taffy or sugar.

3. Boil the syrup on a hot plate in the classroom, taking care to watch it closely. Let several children take turns in dipping it and stirring it down.

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OUTCOMES

1. Widening of the children's circle of interest, from home environment to nearby community and from the present to the past.

2. Launching associated interests (birds and farm activities) which may be developed during May and June.

3. *Skills:* English—composing and reading stories; oral language in conversation and discussion; dramatization. Art—illustration, paper cutting, modelling. Science—knowledge of birds, trees, action of sun and wind, evaporation.

THE STORY GRANDFATHER TOLD

It was a stormy night in early spring and Grandfather was "boiling down." The blazing fire in the sap-house furnace threw dancing shadows on the rough walls and made the sap in the great pans simmer with a drowsy, purring sound. Through the curtain of fragrant steam Donny could dimly see his grandfather moving about the evaporator, deftly removing scum with a long-handled skimmer and testing the thickness of the syrup in the last section of the pan.

"I like it out here," declared Donny. "I wish I could stay with you always, Grandfather. Will you tell me another story about the time when you were a boy? I'll bring in another armful of wood and then we'll be ready."

"When I was a lad like you, Donny," began Grandfather, "sugar-making was the greatest fun of the whole year on the farm. We got ready for it weeks before the time for tapping. I whittled scores of little spiles from sumac stems and gathered big piles of firewood to burn in the "boiling place." I helped wash the buckets, too. At first they were all wooden ones and I remember how proud we were of our first tin buckets, six of them, that shone like mirrors in the sun. Every warm day in March I coaxed Father to begin tapping, but he always knew just the right time. The sugar bush was across the bay from our little log house and we boiled down the sap in the woods there. We

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had no sap-house—just an open boiling-place where a fire of sticks was laid against two big logs; and we boiled down the sap in a black kettle called a *cooler*.”

“That was funny,” laughed Donny; “how could sap get hot enough to boil in a *cooler*?”

“Every day,” continued Grandfather, “we brought the sap to the boiling-place. Sometimes I sang a little song as I gathered it. When those empty tin buckets were hung on the trees again, the drops of sap made tinkling music all through the quiet woods, and I liked that fairy orchestra. So this was my song:

Oh, the sweetest sound
In the woods around
Is the tinkle, tinkle, tap
Of the maple sap
On a happy April morning.

“One day Father said to me, ‘John, stir up the fire; this syrup will soon be sugar. As soon as it is thick enough to taffy on snow, we shall put the cooler on the sleigh and drive home across the bay. The ice is still safe and it will be fun to surprise Mother with the first sugar made this year. Then we can all help stir it down.’”

“‘Hurrah!’ I said. ‘I think it is thick enough now.’ So I dropped a bit on some snow and popped it into my mouth. It was hard taffy.

“‘It’s good,’ I said. ‘Why can’t we make it all into taffy, every bit? I never yet had enough taffy.’”

“You will not get that wish, young man,” laughed Father. “What would you do with it? You are like the little bears; they never think they get enough honey.”

“I would know what to do with it,” I said.

“You see, we used maple sugar all the year round; we ‘shaved’ big sugar cakes with a knife to sweeten things on the table; and I had maple sugar sandwiches in my dinner pail at school. But fresh maple taffy was different; that was a real treat, for we had no chocolate bars nor all-day suckers in those days.

“Well, we lifted the big kettle of hot sugar carefully on the jumper, a strong little sleigh we used in the woods. Then we

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hitched old Molly to the jumper and drove slowly out on the ice. You see, we wanted a smooth ride for that cooler."

"That's funny again," chuckled Donny, "to expect a smooth ride on a jumper!"

"It was unreasonable; that's a fact," agreed Grandfather, "and we soon found it out; but at first we rode along smoothly enough. Then snap! There was a crack in the ice. Molly, who was afraid of crackling noises, began to dance up and down. Father tried to quiet her, but her prancing feet made more little cracks and she started running to shore. Suddenly the big kettle toppled off the sleigh and rolled over on its side; we were going so fast that it rolled on and on over the smooth ice, pouring out a thick, brown stream of sugar as it went. I jumped off and ran back. There was taffy for you!—a long, long rope of golden brown taffy!

"My, oh my!" I said, "my wish has come true, but what am I to do with it? Perhaps I can roll up this taffy rope into a ball."

"I tried and tried, but the taffy was brittle and my big sugar ball would not go back in the cooler. I glanced up, hoping to see Father coming back for me—and I saw—you would never guess what I saw, Donald."

"An Indian, maybe," suggested Donny, hopefully.

"No, indeed," said Grandfather. "I saw a bear, a big brown bear, shambling along over the ice straight towards me. He had smelled the hot sugar. I had often seen bears in the woods in the summer and they were harmless enough, but Father had always warned me that a *spring bear* who wakes up hungry after his winter's sleep, is a dangerous visitor. And here was a spring bear! I didn't take long to think; I just lifted that big taffy ball in my arms and ran. There was plenty of sugar sticking to the sides of the cooler and that might satisfy Mr. Bruin. I would drop my precious taffy if he chased me, maybe, but when I looked back I saw that he was busy with the cooler. In the woods I met Father, and we drove home. We did give Mother a great surprise, but not the kind we had planned.

"Where's the cooler?" asked mother when she saw my big taffy ball.

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“‘I’m not sure,’ replied Father; ‘by this time it may have become Father Bear’s porridge-pot; you haven’t forgotten how particular the bears are about their porridge?’

“Then I told Mother the story I have told you, Donald,” said Grandfather, “and now I must see if this syrup is ready to strain.”
—H. M. H.

12. MILK

An Enterprise for Grades I and II

Theme: Exploring a nearby farming district; watching grown-ups at work on a dairy farm. Seeing the milkman helper come to our homes. The importance of drinking milk.

Approach: Children in many schools are supplied with milk. They soon become interested in the milkman’s duties and ask questions about the way in which milk is prepared, before it is brought to the school or home.

PROBLEM I

Trips to the Farm and Dairy.

THINGS TO DO

1. Prepare the class for a trip to the farm by inviting a general discussion. Through questions and conversation their curiosity will be aroused about farm buildings, stables, cattle, methods of milking, etc.

2. Read *On Our Farm*, by Beaty and Allen; show interesting pictures in this book.

3. Take the children to the farm and guide them in their observations.

4. Let the children discuss in the classroom what they have observed at the farm.

5. Prepare the children for a visit to the dairy. (In some cases this will be unnecessary, since many farms have dairies in connection with them.)

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6. Visit the dairy and observe the method of delivering milk to the dairy, pasteurization machines in action, refrigeration system, method of washing and filling bottles, capping and casing of bottles.

7. Let the class discuss their experiences.

8. Write letters, as a co-operative blackboard exercise, to the proprietors of the farm and the dairy, thanking them for their kindness. These may be carefully copied by the children.

9. Construct a model dairy farm at school, using thin pieces of wood, lath, cardboard, nails, paint. Build it on the floor.

10. Make a farm scrap-book.

11. Make murals in coloured chalk showing farm buildings, surroundings and activities.

12. Let the children read: *The Dairy*, by Eleanor M. Johnson; "A Visit to the Farm," from *The Sunshine School*; and *Milk*, by Mae McCrory.

13. Read or memorize "The Friendly Cow," in *A Child's Garden of Verses*, or "Buttercup Cow," in *Sugar and Spice*.

14. The class may read and guess the riddle, "What am I?":

I come in a bottle,
My colour is white.
I make the cheek rosy,
The eyes clear and bright.

I chase away coffee,
I chase away tea,
And children each day
Drink a great deal of me.

I help little bodies
To grow strong and tall,
And grown people say
I'm the best food of all.

The whole wide world over
My fame is the same.
Of course you all know me,
Now, what is my name?

—*My Health Habits*, Book II.

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PROBLEM II

The Milkman Helper and His Importance to the Health of the Community.

THINGS TO DO

1. Observe the milkman at his work.

2. Construct a milk wagon and horse. Discuss plans and suitable materials: orange crates, cardboard, nails, paint, etc. Lids of wooden pails that have held shortening, mince-meat, candy, etc., may be used for the wheels. The horse may be made of various-sized boxes. For the tail and mane use a skein of yarn or a ravelled rope. Tape or strips of cloth may be used for harness, and pieces of felt hats make ears.

3. Dramatize the milkman's duties, using the new milk wagon and horse.

4. Make a mural, showing the milkman on his rounds.

5. Let the children read: *The Milkman*, by M. C. Carey; the story of the milkman in *The Delivery Men*; "The Milkman comes," in *The Sunshine School*.

6. Read the verses:

This is the tune
The milkman whistles
Early each morning
At our back door:
"If you want to be strong
And healthy and laughing,
Leave me your tickets—
A bottle or more!"

He leaps down the steps
With his square wire basket,
His eyes are a-grinning,
His cheeks are aglow,
And always he whistles
The same merry chorus:
"Drink up the milk;
It will help you to grow."
—*Blanche Pownall, in Jewels.*

PROBLEM III

Milk as a Food: Milk Products: Milk as a drink—cocoa, Vi-tone, Ovaltine; Foods made from milk—butter, cheese, ice-cream, custards, soups.

THINGS TO DO

1. Discuss the value of milk in making strong muscles, bones, teeth.

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2. Let the class memorize verses about milk in *Little Rhymes from Dairyland*.

3. Have the children read: "The Little Boy and His Pets," in *My Health Habits*, Book II; "Foods Made of Milk," in *Health Stories*, Book II; "'Fraidy Cat," in *Health Stories*, Book I (Dent); "The Children Make Butter," in *Jerry and Jane; The Story of Curlytails*, by Helen G. Campbell; "The Secret," in *Under the Story Tree with Young Canada*.

4. Let the children make cocoa.

5. Let the children read "How You Can Make Butter," in *Health Stories*, Book II. Then allow them to make butter in the classroom. Order a pint of cream from the milkman. Place it in a quart jar that has been sterilized. Each child shakes the jar of cream. After particles of butter have formed, drain off the buttermilk, place the butter in a bowl, wash it in cold water three or four times and add salt. If colour is desired, a drop of butter colouring should be added to the cream at first. Let the children taste the buttermilk. Then serve the butter on biscuits.

6. If convenient, visit a cheese factory.

7. Let the children make cottage cheese.

8. Make a custard in the classroom.

9. Tell the class the story, "An Argument in the Kitchen," which may be found in *Silent Study Readers*, III.

10. Grade I pupils may read *The Story of Milk*, by Zirbes and Wesley, and "Breakfast," in *From Morning Till Night*.

CULMINATION

A Breakfast Based on Milk and Prepared by the Pupils in the Classroom.

THINGS TO DO

1. Discuss with the children the preparation of the foods. Choose groups of pupils for various duties.

2. Discuss table etiquette and service.

3. Set the table and serve the breakfast.

Suggested Menu: Prunes or apricots stewed, cooked cereal with milk, brown toast and butter, cocoa.

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13. A FLOWER SHOW

Theme: Looking for wild flowers in woods and fields; learning to know the common wild flowers of the locality; finding out which ones should not be picked; talking about how we may conserve our wild flowers; arranging a few wild flowers in a bouquet; identification of flowering bulbs in gardens; finding out which flowers bloom first; learning to know common fruit trees by their blossoms.

Aims: To help children to know and love flowers in their natural settings and to appreciate their work of making the world beautiful. To interest children in flowers as living things and to give them a feeling of companionship with all out-door life. A child with this attitude will wish to guard our floral treasures.

Approach: It is natural for children to love all the blossoms in the pageant of spring; "the meanest flower that blows" is a delightful miracle to a child. A bouquet of spring flowers, usually hepaticas, finds its way to the school-room as soon as the snow is gone, each year; this will interest the class in visiting the flower in its natural home.

PROBLEM I

What flowers are found in woods and marshy places in spring? Hepatica, spring beauty, trillium, bloodroot, adder's tongue, violet, Dutchman's breeches, Jack-in-the-pulpit, marsh marigold, columbine, wild phlox, etc.

THINGS TO DO

1. Take the class on an excursion to the woods, after discussing fully the purpose of the trip. Notice the curling, silver-green leaf-cloak of the bloodroot, which snugly protects the timid flower buds until they open out into snowy stars. Point out that these delicate blossoms have only two or three days of life before falling. Notice the red juice of the root stock which was used by the Indians for war paint and for decorating their baskets and orna-

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ments of birch bark. Find the fragile pink, white and blue cups of the hepatica with its buds and stems wrapped in fuzzy furs. Notice the beautiful, orderly arrangement of the trillium flowers and leaves. Explain that picking the blooms with their leaves means death to the plant. Appeal for the children's help in conserving this lovely flower which is the floral emblem of Ontario. Children are always fascinated by Jack-in-the-pulpit—the intriguing little preacher who stands in his pulpit with a sounding-board over his head; and they love the May-apple or mandrake which provides shining green parasols to protect its flower children. Explain that the adder's tongue requires seven years of growth in moist woods or along brooksides to produce its dainty golden bells; describe the result of picking the leaves with the flower. Being seven years of age themselves, the children will be impressed by the high cost of beauty to the adder's tongue and realize that they should pick the flowers sparingly. Notice the nodding columbines with their red and yellow skirts, and the shining marsh marigolds who live with their feet in the water.

2. After carefully observing the haunts of certain wild flowers, the children may return to school to discover whether the flower bed or garden offers similar conditions of soil, moisture, light and shade; many varieties of wild flowers are very tolerant of transplanting and thrive in a shady corner with rich, damp earth.

3. On a second trip to the woods, teacher and pupils may pot a few wild flower plants of various kinds, taking care that the roots are not injured in the process. These plants may be labelled, observed in pots in the flower show for a time, then given new homes in the school garden. If a large wild flower garden is desired, it is better to plant wild-flower seed.

4. Show the children a few flowers of Dutchman's breeches, explaining why these delicate plants have now become scarce, and pointing out that trillium and adder's tongue may become equally rare if we fail to safeguard their rights.

5. Notice wild flower visitors—bumble bees, honey bees, moths, wasps, beetles, butterflies, humming birds. Why do bumble bees nip little holes in the columbine and Dutchman's breeches? Explain that these busy visitors help the plants and should be protected. The children's observations will frequently

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start an associated interest in bees and butterflies, both of which have fascinating histories. Let the class read "The Busy Bees" in *Elson-Gray Basic Readers*, Book I.

6. Make a framework for the Flower Show. Orange crates may be used, or large corrugated cartons with upright strips of thin wood nailed along the folds and wide horizontal boards nailed to these supports to serve as counters or shelves. An "awning" roof may be made of cardboard and painted in stripes with poster paint. Make a suitable sign for the flower show. Make posters with slogans about conserving wild flowers. They may be illustrated by scissor-cuts of coloured paper or crayon drawings of children in the woods.

7. Read the class stories from *The Burgess Flower Book for Children*. They will share Peter Rabbit's delight in the discovery of new spring flowers and his indignation at their destruction by thoughtless children. Let the class read "Off to the Woods" and "Wild Flowers," in *Visits Here and There*.

8. After examining the flowers of Dutchman's Breeches, read to the children:

In a gymnasium where things grow,
Jolly girls and boys in a row,
Hanging down from cross-bar stem
Builted purposely for them.
Stout little legs up in the air
Kick at the breeze as it passes there;
Dizzy heads in collars wide
Look at the world from the under side;
Happy acrobats a-swing
At the woodside show in early spring.¹

—A. B. C. in Comstock's
Handbook of Nature Study.

9. Learn to read and sing "Jack-in-the-pulpit":

One sunny April morning
As I was walking through the wood,
I came where Jack, the preacher,
Upon his pulpit stood.

¹From *Handbook of Nature Study*, by Anna B. Comstock; Comstock Publishing Company, Inc.

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I bowed to him politely
And said, "What is your text to-day?"
But Jack, the preacher, stood there
Without a word to say.

—From *140 Folk Songs*.

Learn to sing "Maying Song," in *Every Child's Folk Songs and Games*.

10. The children may make themselves paper-flower hats of various colours and impersonate flowers observed—marigold, trillium, adder's tongue, etc., giving brief stories of their lives and appealing for the help of the class to keep alive.

PROBLEM II

What flowers bloom in gardens during spring and early summer? Crocus, daffodil, tulip, hyacinth, narcissus, iris, pansy, etc.

THINGS TO DO

1. Let the children bring bouquets of these flowers from their home gardens and arrange them tastefully in vases for the flower show. Some garden bulbs may be brought in pots.

2. The children may bring plants of pansy, petunia, marigold, etc., and watch them grow until flowering time in the flower show.

3. Make a mural showing children caring for a flower garden.

4. Make posters of tulips and daffodils, using scissor-cuts from coloured papers and mounting them upon black. Colour hectographed outlines of garden flowers. Bind them together to form little booklets; write a descriptive sentence under each flower. Make borders of flower patterns. Recognize flower designs in wall-papers, girls' dresses, dishes, rugs, etc.

4. Later, sprays of flowering shrubs like spirea, lilac and honeysuckle may be added to the show. It may also include blossoms of such trees as locust, basswood mountain ash, horse chestnut, as well as blooms from fruit trees,—apple, plum, cherry, pear.

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5. Memorize "The Daffodil Children":

The daffodil children
Are here, if you please;
Their yellow sunbonnets
They nod in the breeze.

In pretty silk ruffles
And green dresses gay,
They've come to a party
In the garden to-day.

They're laughing with faces
Upturned to the sun;
They're tripping and dancing
For spring has begun.

—H.M.H.

6. The children may read "Apple Blossoms":

There is a day
That comes in spring
When apple trees
Are blossoming.
They blossom out
So quick some morn,
It's like a giant
Popping corn!
And from my window
I can smell
The apple blossoms
Very well.
And leaning from
My window-cliff,
I sniff and sniff
And sniff and sniff.

—From *Nature Activity
Readers, Book II.*

The children will also enjoy reading "The Flower Store," in *Everyday Friends*.

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7. Learn to read and to sing:

I know the quaintest tiny town
Where gay little folk bob up and down
In gaiters green and velvet gown,
They're Pansy People.

—From *Scissors and Songs*.

PROBLEM III

Field Flowers: Dandelion, buttercup, white daisy, wild rose, etc.

THINGS TO DO

1. Take a trip to the fields. From the myriads of daisies, buttercups and dandelions which take full possession of roadsides and fields, the children may enjoy picking large bouquets for the flower show.

2. The children may write co-operative chart stories about their trips to the fields, also rhyming couplets about flowers.

3. Read and guess a flower puzzle:

What flower has a big umbrella over its head?

What flower has a face like yours?

What flower gave war paint to the Indians?

What flower has a girl's name?

What flower has golden bells that will not ring?

What flower should be in church?

What flower is like Golden Locks until the wind
blows its hair away?

What flower wears a green cloak when it is small?

What flower likes to stand in the water?

4. Let the children read "The Dandelion," in *Visits Here and There*; and "The Dandelion Lady," in *Nature Activity Readers*, Book I.

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5. Learn to read and to sing "Daisy Nurses":¹

The daisies white are nursery maids
With frills upon their caps;
And daisy buds are little babes
They tend upon their laps.

Sing "Heigh-ho" while the wind sweeps low,
Both nurses and babies are nodding—just so!
The daisies love the golden sun
That lights the clear June sky;
He gazes kindly down at them
And winks his jolly eye.

Read and sing "The Wind and the Dandelion"²:

Pretty little dandelion
With her hair so bright,
Covers up her sunny head
With a nightcap white,
Till there comes a merry breeze
Playing pranks so gay,—
He snatches off her nightcap
And blows it far away.

Also "The Children's Flowers," both songs being found in *The Children's Book of Songs and Rhymes*. Learn to sing "The Dandelion Soldiers," in *Songs of Happiness*, and "Buttercups and Daisies," in *Songs of the Child World*, Book 2.

CULMINATION

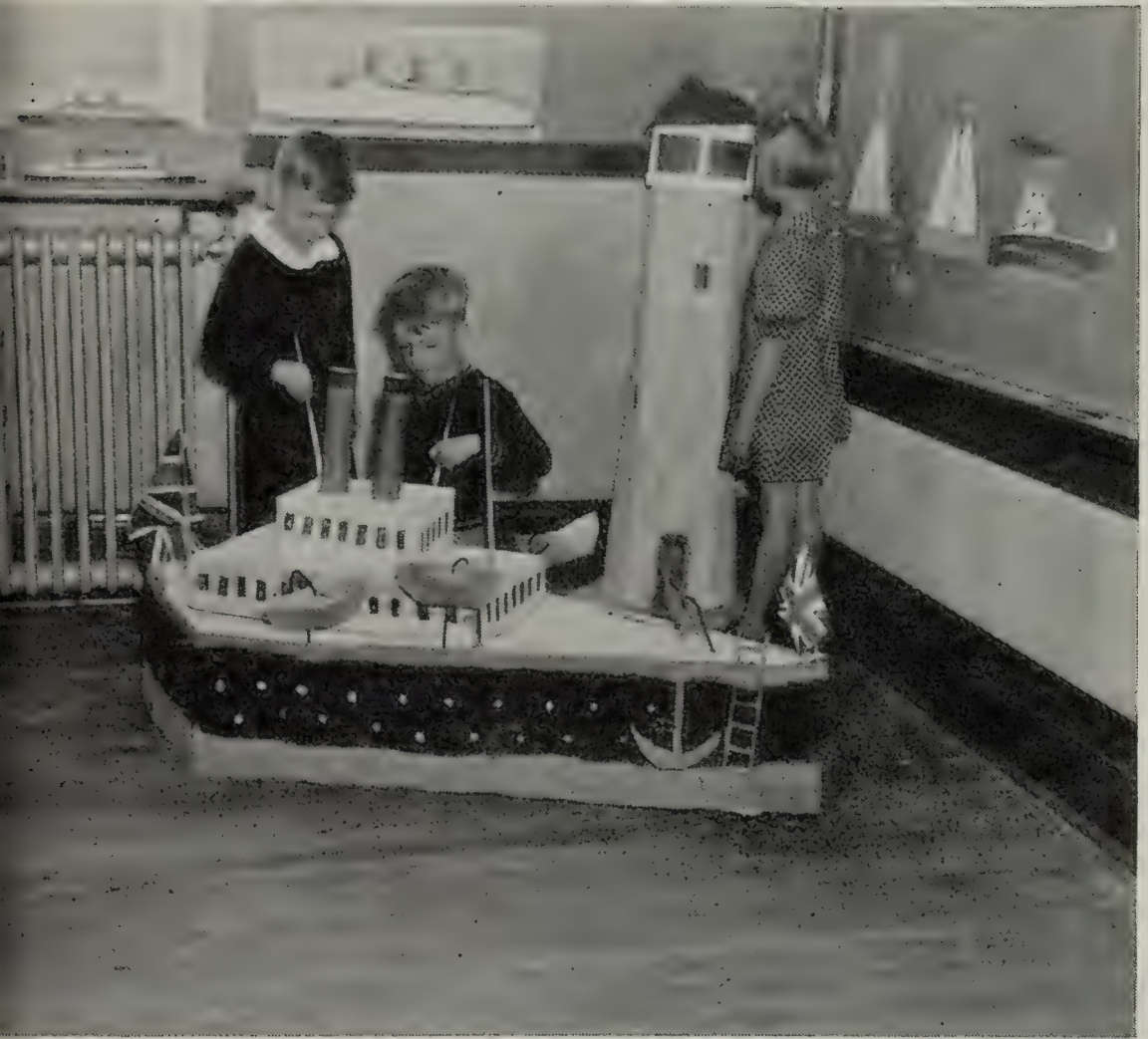
Suggestions: Organize a Wild Flower Club for the purpose of conserving wild flowers.

Dramatize episodes from *The Burgess Flower Book for Children*. Invite another class in to see the flower show and the little plays; they may also be enlisted in the club for safeguarding our wild flowers.

¹From *The Progressive Music Series*, Book I. Copyright 1921, by special permission of the publishers, Silver Burdett Company, New York.

²From *The Children's Book of Songs and Rhymes*, by Jones and Barbour. Copyright by the Arthur P. Schmidt Co., Boston. Used by permission.

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14. WE GO TRAVELLING

Theme: Making a Journey or Taking a Voyage: modern means of conveyance; helpers who assist us to travel—conductors, bus-drivers, etc.; roads, watching a road being constructed or repaired; stories of first making the road; stories of how people travelled in early days.

Approach: In June all children are enthusiastic about “going places.” Discuss: plans for holidays and proposed trips to various places, means of conveyance, routes, desti-

Seasonal Activities for Primary Grades

nation; make a list of all the modes of travel they expect to use during the holidays—hikes on foot, horseback rides at the farm, small boats, steamships, motor cars, buses, trains, etc. The children may hunt about at home for pictures of ships and trains and post them on the bulletin board. In some parts of the province, local regattas stimulate interest in boats at this season. Let the children read "Nancy's Visit to the City," in *At Home and Away*; or discuss the transportation pictures in *Along the Way*—(Easy Growth in Reading Series).

PROBLEM I

Travelling on the Water: Steamships, sailing vessels, rowboats, canoes, dugouts, etc.

THINGS TO DO

1. Take the class on an excursion to a harbour. Observe different kinds of boats, wharves, storehouses, buoys. Examine a steamboat in the harbour; find decks, staterooms, lifeboats, funnels, etc. Watch a boat discharging its passengers. Discuss these observations.

2. Make a sand table set-up of harbour, boats, lighthouse, buoys, wharves, etc. Make a pictorial map of the harbour on the blackboard or on a large sheet of paper.

3. Teacher and pupils may build up experience chart stories about their observations at the harbour.

4. The children may read *Boat Stories*, in *At Home and Away*; "My Ship and I," in *A Child's Garden of Verses* by R. L. Stevenson, and the following poem:

A VOYAGE

I'm off to visit grandma
On a big steamship;
I'm starting out with mother
On a long, long trip.

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The boat has big red funnels,
I think it's *fun* myself,
To watch the giant engines
And sleep up on a shelf.

On deck I play I'm captain,
A-steering in the breeze,
I'm really very cosy
With a rug tucked round my knees.

—H. M. H.

5. Tell stories of grandfather's home in the old land and of crossing the ocean; find the old land on the globe; trace the journey. Tell stories of water travel in pioneer days by means of rafts, dugouts, birch canoes, sailboats; discuss the importance of travelling by water when there were no roads through the dense forests.

6. The children may make a large canoe or motorboat from corrugated cardboard. Make little sailboats of wood and sail them on the pond.

7. Using a long sheet of strong wrapping paper, make a moving picture of travelling by water—from the earliest log rafts to modern steamships.

PROBLEM II

Land Travel: Automobile, bus, train, horseback, horse and buggy, stage-coach, etc.

THINGS TO DO

1. Take the class to a station to see a train. Notice the locomotive and the different kinds of cars—freight car, dining car, baggage car, observation car, sleeping car. Notice the conductor, brakeman, fireman, engineer, and discuss the duties of these officials who help us travel.

2. Read to the class the interesting story of a locomotive found in *Language and Speech Training Stories*. Dramatize it. Read them stories from the book, *I Want to be an Engineer*, showing the pictures. Show the large pictures found in *On the Railroad*.

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3. Let the children in Grade II read the very delightful little book, *Chessie and Her Kittens*, the story of a cat's eventful train journey. They will wish to dramatize it.

4. The class may build a train and a station. Nail kegs, round and square boxes, as well as tin and wooden lids, are very useful for this activity. Let them read "The Play Train" (a story of children making a train, in *At Play*).

5. The children may read: "A Ride with Mother," in *Fun With Dick and Jane*; train stories, in *At Home and Away*; several stories about travel, in *Everyday Friends*; "The Tom Thumb Engine," in *Visits Here and There*; "The Train," in *Day In and Day Out*; "The Road to David's Farm," in *David's Friends at School*.

6. Read the following verses from *I Go A-Travelling*:

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

Carrying passengers,
Carrying mail,
Bringing their precious loads
In without fail.

Thousands of big cars
All rushing on
Through day and darkness,
Through dusk and dawn.

(Notice the rhythm of these lines.)

Read "The Engine's Song," from *Progressive Music Series, Teachers, Vol. I*:

Choo-choo-choo is a great big horse
That is made of iron strong.
Choo-choo-choo pulls heavy loads
And works the whole day long.
Oo! . . . sings the merry choo-choo-choo.

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Choo-choo-choo has an iron nose
And he wears an iron shoe.
Choo-choo-choo eats wood and coal,
And he seems to like it, too.
Oo! . . . sings the merry choo-choo-choo.

7. Discuss the means of travelling long distances before there were trains. Grade II pupils will enjoy stories told by the teacher based upon *The Story Book of Trains*. Show pictures of early trains with their clumsy engines.

8. Observe a passenger bus and its conductor. In what way are buses more useful than trains? Read the story of the bus ride, in *Henry and His Friends*, pp. 133-138; and "The House by the Railroad Tracks," in *Along the Way*.

9. The children may relate experiences in automobile travel; some child may be excited about a proposed trip in a trailer; discuss the furnishings of a trailer. Read the story of a car trip, in *In City and Country*, pp. 18-27.

10. Make a trailer from a large wooden box or corrugated carton. Make furniture and curtains for the windows.

11. Tell stories of early methods of land travel, before there were cars or trains, and of carrying mail by horseback and stage-coach; tell stories of how early roads were built; watch a road being repaired or constructed.

12. Tell the class the story of a boy's stage-coach ride, as related in "The Journey," in *Mother Stories*.

13. Learn to read and to sing "The Train," in *Songs of a Little Child's Day*:

With "Whoo, whoo, whoo!
Whoo, whoo!" and "Ding a ding, dong!"
And "All aboard!" shouted, the train starts along.
"Ding! Ding-a-ding dong!"

Then "Choo, choo, choo!
Choo, choo!" and "Clickety-clack!"
As faster and faster it speeds on the track.
"Click! Clickety-clack!"

14. Make a large mural showing different kinds of land travel.

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PROBLEM III

Air Travel.

THINGS TO DO

1. Discuss the advantages of air travel. Show the class pictures in *The Story Book of Aircraft*.
2. The class may read "The Airplane," "How Russell Happened to Fly," and "How People Travel in Airplanes," in *Round About You*.
3. Let the children make cardboard airplanes. Some may bring airplane models to school.

CULMINATION

1. An exhibit of models of ships, trains, trailers, airplanes.
2. A travel programme: Dramatize trips on train, steamship, etc., using the large models made in class. Certain children may impersonate the travel-helpers—conductor, fireman, station-agent, etc.; others may be travellers.

The pupils may operate the moving picture they have made and describe the various modes of travel shown.

CHAPTER IV

Art and the Enterprise Method

One of the most striking changes brought about by the Enterprise method is the liberation of the "subjects" from their former rigid isolation. Whereas each subject was paraded singly for a period of given length, they are now welcomed collectively by the Activity Programme; Arithmetic, Social Studies, Reading, Natural Science and Health fraternize together in the most natural and friendly fashion, and Art has become the handmaiden of them all.

Drawing is the child's natural mode of expressing his ideas. Every boy and girl has, like Betsy Jane, a memory of vivid experiences which appeal to the imagination and clamour for expression. When Betsy Jane's aunt came to the farm for the holidays, her trunk was a source of endless delights. There were colourful dresses and funny toys from the stores in the city, but the thing which interested five-year-old Betsy Jane above all else was a series of small photographs mounted one above the other on a large card, featuring the beloved aunt in varying poses; and the last picture, in which she wore a flaring hat with a long, curling feather, was the best of all. Betsy Jane looked at it a great many times, compared it with the original and appeared delighted with the likeness. Shortly after this she showed her mother a series of pencil drawings done on the back of a calendar sheet. They were, she pointed out excitedly, pictures of herself, and the one at the bottom was "the bestest." She asked her mother if she had ever seen so fine a picture, and when the latter answered guardedly that it was "quite nice," but pointed out omissions very obvious to an adult, the child was clearly puzzled and annoyed. All the pictures lacked noses, necks

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and arms, she was forced to admit, but look at the hat! There was the beautiful feather and the jaunty rolling brim, and there was the lovely curling hair which she would doubtless have some day. Surely it was unworthy of her mother to notice the omission of such trivial details as noses and arms! However, her mother did recognize in the picture a rather startling quality of aliveness, and she was so impressed by the child's intense satisfaction in her work that she has kept the calendar strip through the years. Besides, it marked a beginning; the aunt lived a glamorous existence in which the little girl longed to participate, and in the course of time a great number of crude but lively sketches appeared showing Betsy Jane at a dance, on a steamship, at a wedding, going shopping, and singing in a great choir in the city. It would be gratifying to record, as a sequel to this little story, that Betsy Jane became a great artist, but she did not. Few children do. It is significant to mention, however, that she has found enduring pleasure in drawing and in certain forms of handicraft. It is worth recording, too, that she attributes her steadiness of nerve to-day to these same creative pursuits. In a materialistic age we have come to value things in terms of the finished product, forgetting that the value of a thing may lie in the joy of doing it, as well as in the excellence of the end achieved. Our pioneer grandmothers wove beautiful carpets, dress materials and blankets in their "spare time." Their life was strenuous, but it offered them opportunities for useful and happy creative expression that are denied to our own restless generation.

New methods in art leave no place for the old excuse, "I cannot teach Art because I cannot draw." The chief function of the junior art teacher is to encourage and we can all do that. Up to six or seven years of age, children's drawings are symbolic. Human figures are formalized and lacking in realism. A child who has been given abundant opportunity to draw will emerge from the symbolic stage

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at six or seven and begin to introduce realism into his work. Some children cling to the symbols until much later, appearing satisfied to paint what they understand instead of what they see. Stanley is a boy in Grade III who still draws the symbolic figures he used in Grade I, and he has no lack of ideas for his sheets are always crowded with people and animals, houses and streets. Moreover he works with great speed and takes delight in his pictures, often chuckling over his creations and eagerly explaining to the teacher the amusing situations he has created. Although he is now nine years old, he is only beginning to observe accurately and to feel vaguely dissatisfied with his symbols. The teacher's watchword at this period of transition should be, "Encourage expression and build up the child's confidence." He is trying to express something very worth-while to him; therefore respect it, even though you do not fully understand it. It is all too easy to make an unsympathetic adult pronouncement with devastating results.

As Evelyn Gibbs points out,¹ a child does not *see* as an adult sees, yet he has a profound respect for an adult's judgment. When criticised adversely for something which he cannot grasp, he naturally concludes he is very stupid and becomes sensitive about expressing himself in future. It is as absurd to expect a child to see like an adult as it is to be impatient with Johnny because he cannot see over the heads of the crowd on the street. If Johnny *wishes* to see, father lifts him up; otherwise Johnny is contented on his feet. As teachers we are sometimes unreasonable because we expect Johnny to see what we see, and again because we are forever attempting to "lift Johnny up" before he wants to see. As a result we have "taught" lessons in perspective long before they were needed or appreciated, not realizing that in good time the child who

¹ *The Teaching of Art in Schools*, by Evelyn Gibbs (Gage-Nelson).

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draws freely and happily will ask, "How can I make these Indians seem farther away in the forest?" Then the teacher may guide the children to solve their own problem by drawing their attention to distant trees or figures seen from the window—"How do you know that those pine trees on the hill are not in the playground?" Technical skill should not be imposed, but developed as the need is felt. Why should an imaginative child with the urge to draw a circus parade or a fairies' dance be forced to concentrate upon a chalk box or a water pail? Why should he be interested in the law of foreshortening before he is conscious of needing it? In good time, problems will confront him and he will seek a solution. He may even discover it for himself by experiment. At any rate, if it is "taught" mechanically before the need is felt, it is not likely to be applied intelligently; it is the old question of the doubtful transfer of skills that have been acquired in artificial situations.

Given plenty of soft crayons, poster paint or powder, coloured chalk, charcoal, and large surfaces of wall-paper, building paper or wrapping paper, a child's ideas take shape with amazing speed. An easel is better than a table because it permits the child to step back and view his work as a whole. Long-handled hog-bristle brushes are recommended for the same reason. Lack of sufficient space for mural drawing sometimes presents a problem. Large sheets of beaver board or heavy cardboard may be placed across the desks and wall-paper sheets attached with thumb-tacks. A large double easel which will fold flat is very useful. Sheets of paper may be spread on the floor or tacked to blackboard mouldings. Enterprises furnish varied experiences which find expression in co-operative murals, six or seven children working together to produce broad effects. The teacher who is inclined, through traditional methods of training, to judge her pupils' work on the old basis of photographic accuracy, but who is anxious to

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develop their imaginative and creative powers will find the following books very helpful:

Gibbs: *The Teaching of Art in Schools*. Gage-Nelson.

Eccott: *Teaching Creative Art in Schools*. Evans Bros. (Dent.)

Russell: *The Child and His Pencil*. Nelson.

Horne: *The Art Class in Action*. Longmans, Green.

PUPPETS

Children in older lands have long enjoyed the delights of manipulating puppets. To-day we are introducing puppets to our classes as a form of self-expression. Marionettes, or puppets, operated by means of many strings called "controls," are too difficult for primary children to make, but the finger-puppet in its simplest form is quite within the scope of Grade II pupils. The boys work together happily to plan the puppet theatre and girls are fascinated by the possibilities for the use of gay colours in the making of very simple costumes. All children delight in making puppet heads and giving them life by the insertion of a forefinger in the "thimble" of rolled cardboard which represents the neck.

As a beginning, the simplest form of puppet head may be made from a potato with a hole scooped out for the insertion of the forefinger. The features may be cut or painted on; as the potato dries and wrinkles, the face takes on a very comical expression which delights children; their erstwhile prince or Red Riding Hood becomes a gnome or dwarf with funny, wrinkled face and sunken eyes, and the play is altered accordingly. The potato puppet gives the children a start and makes them more appreciative of advanced puppet heads which they are soon eager to undertake. These may be constructed from a tight ball of crumpled paper covered with pasted paper strips; or a ball

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may be made from a very stiff "dough" composed of fine sawdust mixed with thick paste. In both cases the features will be painted on with poster paint or crayon, when dry. Some indentations may be tried, in the case of the sawdust ball, to represent eyes and mouth, but with Primary children it is usually better to use paint. The "thimble" of rolled cardboard is inserted in the head of sawdust "dough" while the paper-ball head is rolled around it and pasted to it.

The teacher needs to remember that the importance of primary puppetry lies, not in the *perfection* of the puppet constructed, but in the little plays and stories improvised by the children; the way in which the speaking is done; and last, though not least, in the happiness of the children while they are engaged in these activities. Results may appear crude, but the child will not be discouraged, for his imagination endows his puppet with all that it lacks. The teacher must not be too critical of tangible results. One recalls a shy little girl who was repeatedly inspired by the beloved puppet in her hand to improvise delightful little stories because, as she thought, the interest of the class was no longer centred upon her, but upon the amazing antics of the puppet; she was so fascinated by his droll movements that she would choke with laughter as the story proceeded. Most books on puppetry give directions which are beyond the abilities of Primary children. The teacher will discover interesting methods for herself. Any form of puppetry, however simple, is worth trying. A head of plasticine may suffice for a single occasion, and a figure cut from cardboard with a thread attached at the top to "lead it along" is quickly made and simply dressed with a bit of cloth from the rag bag. This is the most elementary form of marionette.

CHAPTER V

The Selection of Books

A library of attractive books is a great stimulus to all activities in primary grades. With the abundance of delightful story-books made available in recent years, the selection of suitable material is now a pleasure. New readers for Primary Grades, describing children's activities and featuring stories with exceptional vitality and humour, have demonstrated the amazing possibilities of a very simple vocabulary. A variety of reading material is very useful in the development of an activity programme, and this immediately raises the important question of finance. However, a working library for Grades I and II need not present a formidable item of expense for the requisition list. The following books might constitute a minimum selection:

I. Reading:

The New Basic Readers in the Curriculum Foundation Series. Scott, Foresman. (Gage):

Pre-Primers—*We Look and See*
 We Work and Play
 We Come and Go
Primer—*Fun With Dick and Jane*
Book I—*Our New Friends*
Book II—*Friends and Neighbours*

or

The Alice and Jerry Series. Copp Clark:

Pre-Primers—*Rides and Slides*
 Here and There
Primers—*Day In and Day Out*
Book I—*Round About*
Book II—*Down the River Road*

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The Easy Growth in Reading Series. Winston.

Pre-Primers—*Mac and Muff*

Primer—*At Play*

Book I—*I Know a Secret*

Book II—*Along the Way*

or

The New Work-Play Books. Macmillan:

Pre-Primers—*Off We Go*

Now We Go Again

Primer—*Jim and Judy*

Book I—*Down Our Street*

Book II—*We Grow Up*

II. Social Studies—*Peter's Family*. Gage; *Susan's Neighbours*. Gage; *In City and Country*. Gage.

To these may be added *The Book of Food*, *The Book of Heat and Light* and *The Book of Houses*, by J. V. Pease. Nelson, which are enjoyed by Grade I, and *Helpers*, by Waddell, Nemec and Bush. Rand McNally (Macmillan), which is a favourite with Grade II.

III. Natural Science—*Science Stories*, by Beauchamp, Fogg, Cranston and Gray. Gage; or *Nature Activity Readers*, by Moore and McKone. Ryerson.

IV. Health—*Health Stories*, by Towse, Matthews and Gray. Scott Foresman. (Gage).

V. Music—The teacher is well equipped who has *Music Hour in the Kindergarten and First Grade*, by McConathy et al. Gage.

CHAPTER VI

The Question of Phonetics

Someone has wisely said that words, like purses, contain only as much as we put into them. An early vocabulary which grows out of enterprise experiences is full of vital meaning. The teaching of phonetics has fallen into disrepute because children were trained to juggle with empty words. The child who glibly runs up a list of phonic words which have no meaning for him is like the one who rattles a purse full of coppers to make his playmates think they are quarters. In both cases the sham is revealed when he is called upon to use them. Phonetic skills acquired under the stimulus of mechanical devices fail, as a rule, to be carried over into actual reading situations. But one is convinced by experience that phonetics should be a useful part of a child's reading equipment. In the course of his adventures in independent reading he is sure to encounter difficulties in word recognition which bar his progress and reduce his interest. Phonetics does provide magic keys to unlock some of these doors which confront him—keys which he is eager to possess and use when he has once discovered that they increase his power. Some children with a natural phonetic sense discover similarities of sound and form for themselves, delighting to "run down" and recognize new words with all the zest of hunters hot on the trail, but most children need some help in acquiring phonetic skill. One has only to watch the reactions of children deprived of such training to be convinced that phonetics still has a legitimate place in primary reading. Beth and George came in from different schools. Both had read the Primer, but their whole equipment consisted in the stock of words found in its carefully-graded

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vocabulary. One day they were given an attractive supplementary story-book; they enjoyed the pictures but were immediately overwhelmed and discouraged by the new words on the first page, while their classmates gained confidence by solving their difficulties independently through the "stout self-help" of phonetic skill.

Objection to the teaching of phonetics in primary grades has arisen chiefly from four errors in method:

1. Phonetic teaching was begun too soon, before the child had recognized word-symbols as units of thought or discovered the pleasure of reading stories. Phonetic teaching should be preceded by extensive practice in reading stories based upon sight words which are quickly recognized as wholes. This should develop the permanent habit of reading for thought, which is vital to all future success in reading. The early introduction of phonetics develops "sound-jugglers" who centre their attention upon subtle differences of word-form, forgetting the context. The first stories involving phonetics should have a framework of familiar sight words in which the occurrence of a few new words presents a challenge to the child's phonic skill without interfering with thought-getting. Story material with a heavy phonic vocabulary tends to establish the wrong kind of eye-habits; instead of taking in a group of words at a glance, the eye pauses frequently and moves backward and forward to analyse new words.

2. Reading was treated as the handmaiden of phonetics, and thought was made subservient to mechanical skill. Early stories for Primary classes, based entirely upon phonetic elements, were artificial and meaningless. Glancing back over phonic primers in use a few years ago, one finds "stories" such as these:

A man has a hut.
His pig is in the hut.
It is a big pig.

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"I can run up the hill," said Will.

Will sees Nell.

"Nell, run up the hill," said Will.

"No," said Nell, "I will not run up the hill."

Small wonder that a child nourished on such a diet ceased to bother about the thought, if there was any, or refused to read at all, wisely deciding, like Nell, that the end was not worth the effort. Phonetics is merely a useful tool in reading. To the child, reading is a means to an end, and that end is the enjoyment of a story. It is unreasonable, then, to make the story a tool of phonetics.

3. Formal teaching in phonetics was begun without pre-requisite exercises or rhyme-games which show the child the value of noticing similarities in the sound and form of words.

4. Phonetic elements were presented in single-sound units or isolated phonograms, rather than as parts of wholes, and the child was taught to join these sounds mechanically. Phonetic teaching today is based upon word-analysis rather than synthesis; a phonogram is recognized *in its place* in the word, not as an isolated unit to be joined to another unit.

The first necessity, and it is of major importance, is a decision as to when phonics should be introduced. Shall we begin after Thanksgiving, before Christmas, at the full moon in February or whenever a spare period is left in our programme? Even the almanac fails us here. Only the teacher concerned can judge when the stars are propitious for the introduction of phonics in her own classroom. There are certain reliable "symptoms" which are indicative of phonic readiness on the part of the children. Elementary phonic principles are usually set in motion by the children themselves as the range of their vocabulary is widened in the course of their reading. Mary may surprise the teacher by remarking, "Jack can't say *squirrel* or *snow* or *sun*; they

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all start with an *s* sound and he can't say it." She may add that he says *f* instead of *s* and that *f* is what you hear in *fish*. Children frequently discover that words like *make* and *cake* and *bake* look and sound alike. Obviously, a vocabulary of considerable range must be acquired before such similarities are recognized. It is a very useful habit to encourage, for the success of our training depends, to a great degree, upon this very faculty; the function of phonics is to bring into clear relation groups of words which are similar in sound and form.

How shall we launch a programme of phonetic training? First of all, make the most of incidental phonic discoveries on the part of the children. When Jerry remarks that he found some *rain* inside *train*, greet the discovery with enthusiasm and encourage him to watch for similar phenomena. A few minutes given to rhyme-games each day is time well spent, for ear-training is a pre-requisite to phonics. Children enjoy supplying "end-words" to complete nonsense couplets;

This boy has a hook
To catch fish in the ——.
When Tom goes for the mail
He is slow as a ——.
I spoke to the cook
Who was reading a ——.
The boy with the puck
Is having bad ——.

There are abundant opportunities for incidental and informal training which pave the way for phonics. Children like to listen for words having the same sound in stories told by the teacher. They like to hunt out words in the Primer which sound and look alike, and to discover small words hiding "in the arms" of larger ones.

The formal study of phonics should not be approached too anxiously but with a light and sensitive touch. If the

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lesson proves a burden, the chances are the pupils are not ready. Formal teaching may begin with the initial consonant sounds. These have immediate value as useful clues in word-recognition, for the child who encounters the word *present* will not call it *surprise* or *fish* if he knows the sound of *p*. Teach these initial consonant sounds not by isolating them, but by calling attention to groups of familiar words having the same initial sounds. Multiple choice "puzzles" based upon familiar sight words found in the Primer may be planned to call attention to their common initial consonants:

wind.
 Peter has a red wolf.
 wagon.
 boats.
 John has rubber boots.
 books.
 kite.
 The wind will blow Peter's kick.
 king.

Long before formal phonic teaching is begun these games or “puzzles” are making the children conscious of similarities of sound and form.

Puzzles based upon familiar words may also call attention to phonograms:

cook.
 Mary likes to read a book.
 look.
 king.
 Half Chick went to see the wing.
 swing.

In all these puzzles the child is thinking of the context of the sentence and, at the same time, the similarity of sound in the words which make up a group leads him to see the parts which are identical. Such informal exercises slowly

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and surely build up a phonetic sense and develop skills which will function in reading stories, because they were acquired *in the actual process of reading for thought*.

All formal phonic lessons should be thought-provoking. The old technique of mechanical drills often affected reading skills adversely. It should be the thought interest which motivates the sounding process and which contributes the sense of achievement. Let us suppose the phonogram *ay* is to be taught. The lesson may be based upon a story told by the teacher, who pauses in the telling as the children discover new words ending in *ay* which are written on the blackboard as they occur in the story. These words are important links in the chain of the narrative and the story provides the urge to sound them:

A little boy named *Ray* once had a *gray* pony. One *day* he and his sister *Kay* rode the pony up and down the farm. It was a warm *day* and the pony was thirsty. *Ray* said, "Let's ride down to the *bay* and let the pony have a drink." So *away* they went. "Whoa," said *Ray*, but the pony would not *stay* on the shore. In he waded. The shore was steep and the pony's feet sank in the soft *clay*. When he put down his head to drink what do you think happened? *Away* went *Ray* over the pony's neck and splash! into the *bay*. *Kay* tried to hang on but the pony went farther out and splash! off went *Kay* into the *bay*. When he had had a good drink, the pony kicked up his heels and trotted off into a field of *hay*. "He feels very *gay*," laughed *Ray*; "he thought of a good trick to get rid of us." "Let him eat now," said *Kay*; "he is tired of us for *today*."

In presenting these words it is not necessary to detach the phonogram from the word in which it "lives"; underlining is sufficient. Children analyse a word with the eye much more easily when print script is used rather than cursive writing.

It has been claimed that the use of phonic clues slows up the speed of oral reading. Modern research shows that

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this is not always true. But careless habits in applying phonetic knowledge, and skills which are only half-learned will invariably check fluency because the child's attack upon new words will then be hesitant, laborious and uncertain. Phonic lessons in Grade I should be interesting and thorough; they should also be brief and frequent. A brisk phonic game of five or ten minutes' duration will accomplish more than the tedious drills which were once the staple fare of the primary classroom.

To sum up: phonic training is an aid to correct pronunciation and enunciation; it gives a sense of power and increasing independence in word recognition; moreover, for some pupils whose excessive use of context clues sometimes develops into a habit of careless "guessing," it proves a very prompt corrective. But the teacher should never lose sight of the fact that the ultimate purpose of all reading is thought-getting, and that the minute analysis of words has the defect of making a child over-cautious and forgetful of the story-content. There is much divergence of opinion regarding the *amount* of phonic training to be undertaken. Definite lists of phonograms have been prepared, in some cases, for use in Grade I. One feels that the choice should be made in terms of *words*, not phonograms, having due regard to the needs of the child's reading at the moment and the frequency with which certain phonic words occur in the story material at hand. Phonics is one of many ways in which the school says to the child, "You can," for it increases his feeling of mastery in reading. But there are some children who completely fail to grasp the significance of phonics. To them also we must say an emphatic, "You can." Phonetics is, after all, only one method of sharpening the tool called reading. Such children must be encouraged to progress at their own rate of speed, building up a working vocabulary of meaningful sight words and experiencing a definite sense of power as that vocabulary is widened and enriched.

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